ORGANIZATIONAL DEVELOPMENT AND COMMUNICATIONS
L2S TRAINING PROGRAM EVALUATION

JULY 2002

ACKNOWLEDGEMENTS

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<u>EXECUTIVE SUMMARY</u>

The purpose of this evaluation is to examine the Leadership 2000 Supervisory Training Program (L2S), which completed training 176 first level supervisors in its initial year from May through November of 2001. The evaluation will focus on feedback from ODC staff, training participants, training instructors, hired consultants, and managers and subordinates of participants to determine effectiveness of the program.

The L2S program was developed specifically to respond to needs identified by supervisors, managers and executives. There were two tracks developed: the Basic L2S program and the Advanced L2S program. The Basic track was made mandatory for all supervisors with less than five years experience and/or no supervisory training background. The total number of class hours for each participant was 110.5 hours.

A separate track, entitled L2S Advanced Track, was developed for those supervisors who already had basic supervisory program training. The curriculum consisted of Communication Skills, Myers Briggs Indicator Assessment, "10 Danger Zones" Videos and the Steve Straus or Dusty Staub training programs. All of Fire and Police participated in the Staub Leadership HILS program, which consisted of 32 hours, and all other students in the Advanced Track participated in Steve Straus's Applied Systems Management and Supervision Program, which consisted of 49 hours of classes.

The following summarizes the objectives of the study and the conclusions reached from feedback data:

<u>Objective</u>: Identify the percentage of new supervisors completing the training
               program
<u>Conclusion:</u> A total of 344 supervisors were identified for the program. During
               the first year, 180 graduated from L2S, representing 52% of all
               supervisors identified for the program.

<u>Objective</u>:   Identify improvements in registration process
<u>Conclusion:</u> Suggested improvements in the registration process include:

- Develop schedule so that students can take each module during one month as much as possible instead of schedule developed by module with classes spread out over several months
- Instructors should develop a plan together to prevent overlaps in class schedules. Should try to keep the number of classes held on the same day to no more than two.
- Tabulation of instructor evaluations should be completed following each class and shared with instructors prior to next class.
- Start registration process at least one month before classes start.

- Consider scaling the training down by cutting down the number of classes in each module - it appeared to be too much class time in too short a time for many students.
- Put half days classes together in one day
- Registration is usually poor later in the year so don't schedule as many sessions then.

<u>Objective</u>: Identify improvements to program process, which would benefit instructors and consultants

<u>Conclusion</u>: Incorporate the following improvements to the program process:

- Provide notebook to all instructors and consultants prior to "Train the Trainer" sessions (well before classes begin) with clear instructions on class locations, class times, instructor evaluation requirements, participant assessment requirements, and handout requirements. Responsibilities for printing (including printing of revised handouts) should be very clear. The notebook should also contain module and class descriptions, available training resources (such as contact personnel, videos, workbooks, exercise information), instructor evaluation forms, participant assessment forms (or format), and names and phone numbers of instructors. Names and departments of all participants should also be included.
- Hold a couple of "Train the Trainer" sessions within two weeks of beginning of classes
- Have classes at Employee Training Center only
- Provide instructor evaluation totals to instructors before the next class
- Provide assessment scores (if tabulated by ODC personnel) to instructors before the next class
- Provide copies of this report to all instructors and consultants
- Consider video taping sessions and provide over Internet or through videos that individuals can use on their own

<u>Objective</u>: Identify improvements to program content, which would benefit participants

<u>Conclusion</u>: Incorporate the following improvements to the program content:

- Extend Sexual Harassment, Form and Function, Customer Service, Medical Services/EAP/Substance Abuse, and Keeping Records classes by an additional hour
- Extend Myers Briggs Indicator Assessment class by two additional hours
- Extend Managing Multiple Priorities class by two additional hours
- Extend Sexual Harassment class to a full two hours
- Add one additional day for Advanced Track session
- Keep software on laptop updated
- Add video to Form and Function class

- Shelve videos that are used for classes so that participants won't be seeing them in other settings
- Rework Keeping Records class to focus on record retention as well as Human Resource record-keeping
- Include representation from community cultural groups in Diversity in the Work Place class

<u>Objective:</u> Identify the impact of training on participants' knowledge of legal issues

<u>Conclusion:</u> The following survey results identify the impact of the L2S training on legal knowledge:

- The percentage of participants who strongly agreed or agreed that the following courses met their needs for the supervisory role were:

  - 98% in Medical Services, Privacy Laws, EAP, and Substance Abuse
  - 97% in Diversity in the Work Place
  - 94% in Sexual Harassment
  - 94% in Resolving Conflict
  - 87% in ADA, Workers' Compensation, FMLA and Safe Work Behavior

<u>Objective:</u> Identify the impact of training on participants' management skills

<u>Conclusion:</u> The following survey results identify the impact of the L2S training on management skills:

- The percentage of participants who strongly agreed or agreed that the following courses met their needs for the supervisory role were:

  - 100% in Evaluating Performance, Providing Feedback and Coaching/Mentoring
  - 100% in Customers and Suppliers
  - 98% in Strategic Planning
  - 96% in Communications
  - 95% in Managing Multiple Priorities
  - 92% in Effective Resource Management
  - 91% in Understanding Work Culture
  - 90% in Decision Analysis
  - 89% in Applied Systems Management
  - 82% in Myers Briggs Indicator Assessment
  - 81% in Measuring and Improving Work Processes

- The average percentage of surveyed participants who felt they had improved in building and maintaining relationships/credibility after the L2S program was 57%. The average percentage of managers who agreed was 56%.

- The average percentage of surveyed participants who felt they had improved in building effective teams/developing others after the L2S program was 59%. The average percentage of managers who agreed was 55%.

- The average percentage of surveyed participants who felt they had improved in valuing differences after the L2S program was 61%. The average percentage of managers who agreed was 61%.

- The average percentage of surveyed participants who felt they had improved in handling conflict after the L2S program was 62%. The average percentage of managers who agreed was 49%.

- The average percentage of surveyed participants who felt they had improved in making effective decisions after the L2S program was 57%. The average percentage of managers who agreed was 55%.

- The average percentage of surveyed participants who felt that they had improved in managing work after the L2S program was 53%. The average percentage of managers who agreed was 49%.

- The average percentage of surveyed participants who felt that they had improved in displaying core values after the L2S program was 40%. The average percentage of managers who agreed was 55%.

Objective: Identify the impact of training on participants' understanding of City policies
Conclusion: The following survey results identify the impact of the L2S training on management skills:
- The percentage of participants who strongly agreed or agreed that the following courses met their needs for the supervisory role were:

  - 97% in Greensboro Form and Function
  - 96% in Interviewing/Hiring and Orienting/On-The-Job Training
  - 95% in Greensboro Pay Plan
  - 95% in Keeping Meaningful Records
  - 89% in Discipline and Grievance

Objective: Identify the impact of training on participants' knowledge of locating management resources available to them
Conclusion: The following survey results identify the impact of the L2S training on participants' knowledge of locating management resources available to them.

- The average percentage of surveyed participants who felt that they had improved in communicating effectively after the L2S program was 62%. The average percentage of managers who agreed was 53%.

- Surveyed participants and managers felt that improvement in the following specific skills occurred following the L2S program:

  - Having an effective style of communication
  - Asking good questions of others
  - Seeking critical information from others
  - Sharing critical information with others
  - Giving appropriate feedback to others
  - Facilitating a climate of collaboration with team members
  - Accomplishing results through others
  - Seeking possible solutions, rather than placing fault and blame
  - Seeking input of others in making important decisions
  - Implementing new ideas with employee group

<u>Objective</u>: Identify costs and benefits of program, including return on investment
<u>Conclusion</u>: Costs, benefits, and ROI of the L2S Training Program include the following:

- Cost of program was $870,440.38
- Benefits of program was $982,051.20
- ROI of program was 112.82%.

Other cost/benefit performance measures, based on this data, consist of the following:

- Total Cost Per Participant for L2S Training Program: $4,835.78
- Total Savings Per Participant for L2S Training Program: $5,455.84
- Cost Per In House Instructor Class Hour: $33.92
- Cost Per Consultant Class Hour: $260.29

<u>Objective</u>: Identify relevant L2S Training performance objectives and measures for future work planning
<u>Conclusion</u>: The following L2S Training performance objectives and measures can be utilized for future work planning:

- Maintain or increase L2S ROI of 113%.
- Increase percentage of participants and managers who feel supervisory skills have become somewhat better or much better after L2S program.

- Decrease percentage of participants and managers who feel supervisory skills have become somewhat worse or much worse after L2S program.
- Increase feedback from subordinates on participants' behavior changes.
- Consider tracking specific hard data that can be directly related to the L2S training program, such as:

  - Decrease in cost of services produced
  - Decrease in cost of work backlog
  - Decrease in cost of accidents
  - Decrease in cost of grievances
  - Decrease in cost of employee complaints
  - Decrease in cost of customer complaints
  - Decrease in cost of employee turnover

PURPOSE

The purpose of this evaluation is to examine the Leadership 2000 Supervisory Training Program (L2S), which completed training 171 first level supervisors in its initial year from May through November of 2001. The evaluation will focus on feedback from ODC staff, training participants, training instructors, hired consultants, and managers and subordinates of participants to determine effectiveness of the program.

Specific objectives of the study are to:

- Identify the percentage of new supervisors completing the training program
- Identify improvements in registration process
- Identify improvements to program process which would benefit instructors and consultants
- Identify improvements to program content which would benefit participants
- Identify the impact of training on participants' knowledge of legal issues
- Identify the impact of training on participants' management skills
- Identify the impact of training on participants' understanding of City policies
- Identify the impact of training on participants' knowledge of locating management resources available to them
- Identify relevant L2S Training performance objectives and measures for future work planning
- Identify costs and benefits of program, including return on investment

The report will include the following sections:

- Methodology

- Data Analysis And Findings

  - Background and Description of L2S Training Program
  - Review of the Literature
  - Consultation With The Center for Creative Leadership
  - Feedback on Registration Process
  - Feedback From Instructors Focus Group
  - Feedback From Telephone Interviews With Consultants
  - Feedback from Surveys of Participants, Managers, and Subordinates
  - Costs and Benefits of L2S Program

- Conclusions and Recommendations

- Implementation of Recommendations

METHODOLOGY

The following methodology was utilized for this evaluation:

- A team, consisting of Vicki Craft, Deywon Arant-Mcadoo, Norita Speaks and others as designated, conducted this evaluation. Vicki Craft was the lead team member.

- A review of the literature on evaluation of training programs, including consultation with the Center for Creative Leadership, was completed.

- A randomized sample survey of 20% of participants was designed, distributed and analyzed.

- A randomized sample survey of 20% of participants' direct subordinates and managers was designed, distributed and analyzed.

- A focus group meeting of all instructors was conducted.

- Interviews with hired consultants were conducted.

- Interviews with all ODC registration process staff were conducted.

- All data from the literature, surveys, focus groups, and interviews were analyzed and served as the basis for developing recommendations for improvements to the L2S training program.

DATA COLLECTION AND ANALYSIS

Background and Description of L2S Training Program

During March and April of 1998, the City of Greensboro held vision sessions with all employees as a part of its larger strategic planning process. Feedback from the employees in these sessions indicated that the following major issues needed to be addressed:

- Issue of supervisors and managers not backing up employees, especially when the public questions what they do
- Issue of double standards (fairness) for supervisors/employees
- Issue of lack of respect by managers and supervisors for the individual
- Issue of violations of core values
- Issue of lack of internal communication
- Issue of lack of communication between managers and employees

A team of employees was assigned the task of designing solutions to the problems between employees and their supervisors as described by in the vision sessions. These employees included Pat Boswell, Allan Williams, Mike Oluokun, Don Smith, Norita Speaks, Dale Younts, Tim Elmore, Darryl Holsey and Terri Wallace.

This group identified four major issues to be addressed:

- Promotional/hiring process: Need to get right people in supervisory jobs.
- Accountability: Supervisors need to be held responsible specifically and explicitly for their supervision of people --not just for getting the job done.
- Resources: Explore our span of control and the make-up of supervisory job duties.
- Training: Supervisory training needs to be required for all those put in positions of authority over other employees, the sooner the better.

The L2S program was developed specifically to respond to the needs identified by supervisors, managers and executives. There were two tracks developed: the Basic L2S program and the Advanced L2S program. The Basic track was made mandatory for all supervisors with less than five years experience and/or no supervisory training background. The total number of class hours for each participant was 110.5 hours. The track included the following modules and classes:

- Module 1: Communications and Myers Briggs Indicator   8 hours
  Assessment

- Module 2: Diversity in the Work Place
  Class 1: Diversity   8 hours

Class 2: Sexual Harassment	3 hours
Class 3: Resolving Conflict	8 hours

- Module 3: Safety and Legal Issues

Class 1: ADA, Workers' Compensation, FMLA, and Safe Work Behavior	8 hours
Class 2: Medical Services Privacy Laws, EAP, and Substance Abuse	3 hours

- Module 4: Performance Recognition and Compensation

Class 1: Evaluating Performance, Providing Feedback and Coaching/Mentoring	7 hours
Class 2: Greensboro Pay Plan	4 hours

- Module 5: Employment with the City

Class 1: Interviewing/Hiring and Orienting/On-the Job Training	12 hours
Class 2: Discipline and Grievance	12 hours
Class 3: Keeping Meaningful Records	4 hours

- Module 6: Effective Resource Management

Class 1: Effective Resource Management	7.5 hours
Class 2: Decision Analysis	6 hours
Class 3: Managing Multiple Priorities	6 hours

- Module 7: Work Culture

Class 1: Greensboro Form and Function	3 hours
Class 2: Customers and Suppliers	3 hours
Class 3: Studying, Measuring and Improving Work Processes	3 hours
Class 4: Understanding Work Culture (Planning, Communication and Collaborating)	3 hours
Class 5: Strategic Planning	2 hours

Employees of the City of Greensboro except for Decision Analysis, Managing Multiple Priorities and Sexual Harassment taught all classes, which were taught by consultants.

A separate track, entitled L2S Advanced Track, was developed for those supervisors who already had basic supervisory program training. The curriculum consisted of Communication Skills, Myers Briggs Indicator Assessment, "10 Danger Zones" Videos and the Steve Straus or Dusty Staub training programs. All of Fire and Police participated in the Staub Leadership HILS program, which consisted of 32 hours, and all other students in the Advanced Track participated in Steve Straus's Applied Systems Management and Supervision Program, which consisted of 49 hours of classes.

A total of 344 supervisors were identified for the program. During the first year, 180 graduated from L2S, representing 52% of all supervisors identified for the program.

Review of the Literature

Review of the literature consisted of reading three recent books on the subject of evaluating training. These consisted of Evaluating Training Programs by Donald L. Kirkpatrick, Handbook of Training and Measurement Methods by Jack J. Phillips, and Return on Investment in Training and Performance Improvement Programs by Jack J. Phillips.

The following concepts from this literature were utilized in conducting the L2S Training Program evaluation:

- Levels of evaluation include the following:

   1. **Reaction and Planned Action** - Measures participant's reaction to the program and outlines specific plans for implementation.
   2. **Learning** - Measures skills, knowledge, or attitude changes.
   3. **Job Applications** - Measures changes in behavior on the job and specific applications of the training material.
   4. **Business Results** - Measures business impact of the program.
   5. **Return on Investment** - Compares the monetary value of the results with the costs for the program, usually expressed as a percentage.

- "Consider evaluating in terms of behavior and even results, especially if the program is going to be repeated a number of times in the future."

- If unable to "measure behavior and results on a before-and-after basis, use the alternative design approach: to determine how behavior and results after the program differed from what they had been before the program."

- "Evaluators should survey and/or interview one or more of the following: trainees, their immediate supervisor, their subordinates, and others who are knowledgeable about their behavior."

Consultation with the Center for Creative Leadership

Greensboro is fortunate to be the location for a world-renown management training institution, The Center for Creative Leadership. An interview with Jennifer Martineau, Manager of Evaluation Services and her assistant, Kelley Hannum, resulted in the following consensus in the development and implementation of the City's L2S Evaluation: (A copy of the interview questions can be found in the appendix.)

- Best to use outcomes of program objectives instead of using return on investment analysis or instructor evaluations to successfully evaluate training programs.

- Best to use a comprehensive survey instrument focused on outcomes to evaluate training.

- Best to use before and after questions in same survey as too many variables (such as changes in jobs, supervisors, etc.) can occur in the time period between a pretest before training and a survey after training.

- Best to ask managers of supervisors about their observations of behavior changes in accordance with training model.

- Best to make minor changes in training program based on feedback every year and major revisions of programs based on feedback every 5 - 7 years.

The Center for Creative Leadership survey instruments were given to the City, along with permission to utilize in this study. Many survey questions and formatting was, in fact, developed primarily from the Center's survey instruments.

Feedback on Registration Process

Feedback from an interview related to the registration process for the L2S training revealed the following:

- Registration consisted of sending out invitations to orientation for 344 supervisors, registering supervisors for orientations, developing schedule for all students to choose classes and working with students on schedule conflicts.

- Students were asked to pick three schedule choices for each class and were asked to complete one module before starting the next module.

- It was difficult for students to pick three slots for each class as some classes were on the same date, some were on the same day of the week, and some faced normal schedule conflicts. It was also difficult for students to complete one module before starting the next due to the tight scheduling. A copy of the L2S schedule registration form can be found in the Appendix.

- The offering of the Discipline and Grievance class on only three time slots conflicted greatly with other class offerings.

- The registration form included holidays so some classes had to be rescheduled and it was confusing to the students.

- Police employees began the L2S Basic Track and were switched to Advance Track after registration which required more rescheduling.

- Registration information was sent out very close to the first scheduled classes, making it difficult for students to sign up for those classes.

- Much of the registration process was manual, although final schedules were on the computer. However, many students did not have computers and had to be contacted other ways.

- Printing of handouts was confusing at times due to changes.

- There was no clear instruction on how to handle instructor evaluations.

- Many classes had to be canceled due to low registration. (Classes were canceled if less than 10 students registered.) There were no makeup sessions, so some students could not graduate.

- Suggested improvements in the registration process include:

  - Develop schedule so that students can take each module during one month instead of schedule developed by module with classes spread out over several months.
  - Instructors should develop a plan together to prevent overlaps in class schedules. Should try to keep the number of classes held on the same day to no more than two.
  - Tabulation of instructor evaluations should be completed following each class and shared with instructors prior to next class.
  - Start registration process at least one month before classes start.
  - Scale the training down by cutting down the number of classes in each module - it appeared to be too much class time in too short a time for many students.
  - Put half days classes together in one day.
  - Registration is usually poor later in the year so don't schedule as many sessions then.

Feedback from Instructors Focus Group

On January 25, 2002, an instructors focus group meeting was held to discuss ways to improve the L2S program from their perspective. There were 15 of the 28 City instructors present. This represented 54% of the instructors from the City of Greensboro. The following questions were asked of the instructors who attended:
Can you identify what went well and/or improvements in the following:

- "Train the Trainer" session

- Communications/assistance in class development:

  - Development of module content/length of sessions
  - Development of class content
  - Development of handouts
  - Development of exercises, use of videos, etc.
  - Development of assessments

- Communications/assistance in logistics, including:

  - Number of participants
  - Names/departments of participants
  - Class rooms
  - Equipment usage
  - Handouts
  - Notebooks
  - Name-tags
  - Instructor evaluations

- Communications/assistance in changes during training sessions:

  - Module changes
  - Instructor changes
  - Class changes/cancellations

- Feedback in:

  - Instructor evaluations
  - Participant assessments
  - Participant feedback

- End of session Appreciation Reception

- Other

Feedback on these questions is given in chart form on the next page. The + lists all positive comments related to the topic and the - lists all improvement comments related to the topic.

Train the Trainer Session

+	-
• The fact that it was offered	• May need additional help for some
• Gave options on ways to present information	• Felt overwhelmed
• Had a practical component - had to do it	• Too much in a short period of time
• Instructor was good	• Need longer session
• Group and instructor critique	• Need more practical experience in developing training skills
• Helpful for those who came in later or missed it	• Too long a period of time between this session and classes for some
• Session was well attended	• First two classes were immediate, but others were later
	• Should do a needs assessment with new and veteran trainers
	• Have more than one session
	• Need list of other instructors
	• Need list of resources
	• Too large a group - have more sessions with fewer people

Communications and Assistance in Class Development

+	-
• Spent good quality time developing module content	• Some felt there was trouble fitting amount of material in length of session
• Some had plenty of time - time requirements depended on the class	• Classes which needed one more hour of time included Sexual Harassment, Form and Function, Customer Service, Medical Services/EAP/Substance Abuse, Keeping Records
• Good job working with instructors on content	• Meyers Briggs needed two more hours of time
• Asked instructors what they needed	• Some felt application of concepts needed more time
• Training employees offered what they could do	• Motivation of class participants difficult sometimes
• After first few classes, everything was in the room	• Need to ask supervisors about topics they wish to discuss - at least within basic course content
• Had good support	• Need more time between sessions

Communications and Assistance in Class Development Continued

+	-
• Now have better LCD in Justice Building	• Discipline/Termination class needed to be held in same week - too long apart if in separate weeks
• Good assistance with exercises	• Budgeting had enough time but was rushed
• Assistance with videos, training aids, etc.	• In Form and Function class, needed video to help
• Trained instructors in use of video equipment, etc.	• Some participants had already seen videos on customer service, diversity - need to shelve videos for class use only
	• Video borrowed from Justice Academy not available sometimes - can we purchase it?
	• Record-keeping class taught to supervisors who did not have anything to do with the job. It was on HR personnel functions - leave, payroll. Made it difficult to talk about issues together. Supervisors didn't seem to care about the course content. Better to put a group of people they supervise to teach on this subject. Or do we need this here? Record retention questions were discussed in Legal class - maybe should be there
	• Discovered that updates had not been done in payroll - in record-keeping class
	• Needed some representation from community cultural groups in diversity class

Communication and Assistance in Logistics

+	-
	• Don't like location at Cultural Arts Center - hot due to sun coming in windows

Communication and Assistance in Logistics Continued

+	-
	• Location preference is ETC - training should take precedence over meetings
	• Equipment not necessarily available - especially at Justice Building where there was trouble with the LCD
	• Need to provide names/departments of participants prior to class (can modify course content) - Instructors had to ask for the names
	• Some instructors would have preferred e-mailing and printing own handouts
	• Some miscommunication about handouts - need to include clear communication about handouts - who to contact - and how to get them done in "Train the Trainer" session
	• Needed more communication of expectations of instructors about uniformity of handouts and use of notebooks
	• Handouts changed and sent but the copying was not done and instructor had to do her own. They were actually in the back of the notebook but instructor was not told where they were
	• Instructors in L2M and L2S were confused on scheduling, times and content
	• When classes were canceled, etc. who deals with L2S and L2M?
	• Confusion about target population
	• Instructor involved late in the process did not get materials until day before class due to passing materials back and forth and didn't know what the test questions were

Communication and Assistance in Logistics Continued

+	-
	• Some needed notebooks with all data ahead of time
	• Were these people actual supervisors?
	• One class had a supervisor and that supervisor's employee in the same class

Communication and Assistance in Changes

+	-
	• Changes in instructors not communicated timely
	• Need to heighten communications due to having to redo sessions - told of new instructors by instructors and were caught unaware
	• Change in class location was difficult - room setup bad for participants
	• Instructors don't know if the program is changing behaviors

Feedback

+	-
	• Assessment "fell by the wayside"
	• Some were told they didn't have to use an assessment
	• Who grades the assessments?
	• Only "green sheet" evaluation used in some classes
	• Need feedback on how people did on assessments, evaluations
	• No feedback on instructor evaluations - some classes completed evaluations and some didn't
	• Do instructors keep instructor evaluations or turn them in? Not clear

Feedback Continued

+	-
	• Need to know how people did before next class - instructors had to ask for it.
	• Can we get tabulation on evaluations?

Other

+	-
• Appreciate reception	• Hard to come in when "off duty" to teach - prefer to teach when "on duty
• Suggest offering one day of free vacation for instructors	• Space Meyer Briggs sessions out more than one month between - one every two months - spaced 18 months out

<u>Feedback from Telephone Interviews with Consultants</u>

Telephone interviews with all consultants who taught L2S classes were completed. These included:

- Renee Dickson, (a former City employee) who taught a two-hour class on Strategic Planning
- Tom Doan, who taught a six-hour class on Decision Analysis
- Kathy Harrelson, who taught a three-hour class on Sexual Harassment
- Pat Kirkman, who taught a six-hour class on Managing Multiple Priorities and
- Steve Straus, who taught forty-nine hours of classes for the Advanced Track of L2S

Questions asked of the consultants were the same ones that were used in the Instructor Focus Group as outlined previously. Feedback on these questions is given in chart form on the following pages. The + lists all positive comments related to the topic and the - lists all improvement comments related to the topic.

Communications and Assistance in Class Development

+	-
• Length of Strategic Planning and Decision Analysis Classes were fine	• Needed full day (8 hours instead of 6 hours) for Managing Multiple Priorities, at least 2 hours for Sexual Harassment- some classes lasted only 1.5 hours - and one additional day for Advanced Track for follow-up purposes 30-60 days following course
• Assistance in development of Advance Track content to fit Greensboro was excellent	• Some confusion as to start time for Managing Multiple Priorities
• Consultants got good direction from Training staff on class content	• No assessments for participants were developed
• Most handouts were developed and printed by consultants	

Communication and Assistance in Logistics

+	-
• Some consultants got a list of participants ahead of time	• Some consultants did not get a list of participants until first day of class
• Class rooms and equipment were generally good	• Need more current software on laptop
• Name tags were available	• ETC rooms not conducive for overheads - not bright enough
• Instructor evaluations were given out by most consultants	• Small meeting room was used one time - not large enough
	• No notebooks provided - would have like to know that participants needed holes in their handouts for notebooks
	• One consultant had no clue as to how his class fit in with the other classes in the module
	• One consultant did not have instructor evaluations

Communication and Assistance in Changes

+	-
• Training took care of conflicts when necessary	• A few scheduling and cancellation changes made

Feedback

+	-
• One consultant received feedback through assignments given to them - about 25% of participants had to "redo" assignments	• No instructor feedback at all - need this after each class
• Most consultants received some verbal feedback from participants	• Huge gap in accountability - no measures for behavior changes and no feedback from employees
	• No written participant assessments

Other

+	-
• Participants wanted more on Managing Multiple Priorities - most of employees actively participated and really needed this class	• Participants went through a lot of sessions in a short time
• Participants in the Advanced Track appeared to be more intelligent in operations than those in other cities and they were really thirsting for this training	• Participants needed preparatory work - reading - prior to class
• Participants in the Advance Track appeared to be using what they learned and getting results in the classes.	• Shocked that no more knew about strategic planning and how little input employees have in work planning
	• Many employees felt that their supervisors needed to know the value of multiple priorities

<u>Feedback from Surveys of Participants, Managers, and Subordinates</u>

Surveys are the primary data collection tool in the evaluation of the program. The first survey, the "green sheet" evaluation, collected from students at the end of each class measures the participants' reaction to the training program and provides feedback for implementation plans - the first level of evaluation.

The total results, in actual numbers and percentages, of the "green sheet" evaluations can be found on the following two pages. The individual class evaluations are in the Appendix. All classes completed "green sheets" evaluations, except for the Staub Leadership HIS program.

Feedback from the "green sheet" evaluation totals include the following:

Evaluation Forms (Actual Numbers)	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total
The information was presented clearly.	632	690	50	1	0	1373
The key points of the class were easily identifiable.	567	837	51	3	0	1458
The exercises were helpful in emphasizing the key learning.	575	795	67	6	1	1444
The content of this course was important and relevant to my work responsibilities.	590	780	78	6	3	1457
The information on the quiz was covered during the class.	548	828	77	5	0	1458
The course met my needs for the supervisory role.	537	796	97	14	4	1448
It will be easy to apply this information in the work place.	418	797	149	14	4	1382

Instructor	Absolutely		Some-what		Not Really	Total
1. Was the instructor receptive & responsive to participant input?	846	510	26	0	0	1382
2. Was the instructor prepared to instruct the class?	854	469	32	1	0	1356
3. Was the instructor organized in his/her presentation of the material?	822	490	38	3	1	1354
4. How well did the instructor facilitate learning?	647	559	37	2	1	1246
5. How effective was the instructor at getting his ideas across to participants?	724	589	35	2	1	1351

Printed Material	Excellent	Good	Fair	Poor		Total
1. Appearance	742	474	37	3		1256
2. Usefulness	682	523	39	6		1250
3. Organization	70	481	49	2		1234

Was the length of the class…?

Too short?	Too long?	Just right?	Total
104	96	862	1062

Evaluation Forms (Percentages)	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total
The information was presented clearly.	46%	50%	4%	.1%	0%	100%
The key points of the class were easily identifiable.	39%	57%	4%	.2%	0%	100%
The exercises were helpful in emphasizing the key learning.	40%	55%	5%	.4%	0%	100%
The content of this course was important and relevant to my work responsibilities.	40%	54%	5%	.4%	.2%	100%
The information on the quiz was covered during the class.	38%	57%	5%	.3%	0%	100%
The course met my needs for the supervisory role.	37%	55%	7%	1%	.3%	100%
It will be easy to apply this information in the work place.	30%	58%	11%	1%	.3%	100%
Instructor	Absolutely		Some-what		Not Really	Total
1. Was the instructor receptive & responsive to participant input?	61%	37%	2%	0%	0%	100%
2. Was the instructor prepared to instruct the class?	63%	35%	2%	.1%	0%	100%
3. Was the instructor organized in his/her presentation of the material?	61%	36%	3%	.2%	.1%	100%
4. How well did the instructor facilitate learning?	52%	45%	3%	.2%	.1%	100%
5. How effective was the instructor at getting his ideas across to participants?	54%	44%	2%	.2%	.1%	101%
Printed Material	Excellent	Good	Fair	Poor		Total
1. Appearance	59%	38%	3%	.2%		100%
2.Usefulness	55%	42%	3%	.5%		100%
3.Organization	57%	39%	4%	.2%		100%

Was the length of the class…?

Too short?	Too long?	Just right?	Total
10%	9%	81%	100%

- 94% of participants agreed or strongly agreed that the L2S classes were important and relevant to their work responsibilities.

- 92% of participants agreed or strongly agreed that the L2S classes met their needs for the supervisory role.

- 88% of participants agreed or strongly agreed that it would be easy to apply the information from the L2S classes in their work places.

- 81% of participants felt that the L2S classes were just right in length; 10% felt they were too short and 9% felt they were too long.

- 98% of participants scored instructors as effective.

Specific feedback from individual "green sheet" evaluations for each class include the following:

- **Myers Briggs** - 37% of participants felt that it was too long; 27% felt it was too short; 27% of participants either disagreed, strongly disagreed or were not sure that it would be easy to apply in the work place.

- **Sexual Harassment** - 30% of participants felt that it was too short.

- **Resolving Conflict** - 29% of participants felt that it was too long.

- **Medical Services, Privacy Laws, EAP, and Substance Abuse** - 42% of participants felt that it was too short.

- **Evaluating Performance, Providing Feedback and Coaching/Mentoring** - 31% of participants felt that it was too short.

- **Applied Systems Management and Supervision Program (Advanced Track)** - 25% of participants either disagreed or were not sure that it would be easy to apply in the work place.

The second survey was developed to measure skills, knowledge, attitude and behavior changes on the job. It also requested feedback on specific applications of the training material and business impact of the program. The survey was designed to determine the level of progress on all of the issues surrounding the initial development of L2S: Issues of support, fairness, respect, core values, and communication. Feedback was requested on these issues both before the L2S training program and following the program.

This survey was sent to a 20% random sample of the original list of the 341 participants (as the final graduation list was not available), 100% of their direct

managers and 20% of their direct subordinates. Following mailing of surveys, one callback to request the surveys was made.

It should be noted that since approximately half of the original participant list did not complete the program, a number of surveys were not completed and returned. However, the survey information can be considered reliable and valid due to the use of random sampling.

Sixty-eight randomly selected participants were sent surveys and each of their managers were sent surveys. Seventeen participant surveys were returned, representing a 25% response rate. Thirty-two manager surveys were returned, representing a 47% response rate.

Forty-five randomly selected subordinates of the selected participants were sent surveys. Only eight were returned, representing an 18% response rate. Although it is not known why this response rate was lower than the other surveys, the following could be the reasons why:

- Subordinates did not have sufficient time to see changes in supervisory behavior as surveys were sent out three months following the program.
- Subordinates were intimidated by the survey itself.
- Subordinates were intimidated by the subject of the survey being his/her supervisor.
- Subordinates did not feel they had the time to complete the survey.

For whatever reason, this low response rate made it difficult to determine any patterns from the subordinate surveys. Answers from all surveys, given in actual numbers and percentages, can be found in the Appendix. Summarized data is given below for participant surveys, manager surveys and subordinate surveys.

<u>Participant Surveys</u>

The surveys recorded feedback on the participant's extent to which he/she was able to build and maintain relationships/credibility, communicate effectively, build effective teams/develop others, value differences, handle conflict, make effective decisions, manage work and display core values both before and after the L2S program. Results from the participant surveys include the following:

- In total, participants rated their abilities in all categories (except for Core Values) as much better or somewhat better after the L2S program. Specific percentage ratings of much better or somewhat better by participants include the following:

Build and Maintain Relationships/Credibility:

- 69% in supporting and understanding the needs of others

- 69% in using ethical considerations to guide decisions

- 62% in providing praise to employees

- 59% in supporting and understanding the needs of others

- 57% in having a positive attitude toward management

Communicate Effectively

- 75% in giving feedback to others in the appropriate manner

- 75% in seeking critical information from others

- 69% using active listening skills in conversation with others

- 69% in asking good questions of others

- 63% in communicating in ways that they can understand

Build Effective Teams/Develop Others

- 69% in being open with others about what has been learned from mistakes

- 63% in accomplishing results through others

- 57% in utilizing groups in problem solving tasks

- 56% in training and coaching employees

- 56% in facilitating a climate of collaboration with team members

Value Differences

- 75% in understanding that people may need to be managed differently

- 57% in building capacity to take the perspective of another person

Handling Conflict

- 74% in conducting review to extract learning after conflict resolved

- 67% in diffusing the tension before addressing the conflict itself

- 66% in focusing on the underlying problem, rather than the symptoms

- 66% in showing understanding for others' perspectives

- 60% in seeking possible solutions, rather than placing fault and blame.

Make Effective Decisions

- 67% in seeking input of others in making important decisions

- 67% in delegating appropriate decisions to lower levels

- 67% in being confident in decisions made

- 66% in taking calculated risks in making quick decisions

- 60% in evaluating results of decisions made

Manage Work

- 73% in basing appraisal on performance

- 67% in setting goals and objectives

- 66% in preparing for meetings

- 60% in increasing quality of work

- 60% in facilitating meetings appropriately

- Participant ratings in Core Values were slightly higher prior to the L2S program. Participant ratings following the L2S program in Core Values showed increases in "no change". This may be due to the extensive training already accomplished in the organization's core values. Examples include the following:

  - Prior to L2S, 54% rated much better or somewhat better; whereas, 31% rated no change in displaying honesty in work and professional relationships. After L2S, 50% rated much better or somewhat better;

whereas, 43% rated no change in displaying honesty in work and professional relationships.

- Prior to L2S, 46% rated much better or somewhat better; whereas, 38% rated no change in displaying respect in work and professional relationships. After L2S, 36% rated much better or somewhat better; whereas, 57% rated no change in displaying respect in work and professional relationships.

- Although percentages for much worse and somewhat worse are relatively low in the surveys, participant ratings before the L2S program show higher percentages than after the L2S program. Examples include:

  - Prior to L2S, 27% rated much worse or somewhat worse; whereas, 6% rated much worse or somewhat worse in having a positive attitude toward managers after L2S.

  - Prior to L2S, 27% rated much worse or somewhat worse; whereas, 6% rated much worse or somewhat worse in building the capacity to take the perspective of another person after L2S.

  - The highest much worse or somewhat worse rating prior to L2S was 27%; whereas, the highest much worse or somewhat worse rating after L2S was 13%.

Manager Surveys

The surveys recorded feedback from the managers on their ratings of their supervisors both before and after L2S. The same questions were used as those in the participant surveys. Results from the manager surveys include the following:

- In total, managers rated their supervisors' abilities in all categories as much better or somewhat better after the L2S program. Specific percentage ratings of much better or somewhat better by participants include the following:

Build and Maintain Relationships/Credibility:

- 66% in increasing employee job satisfaction

- 64% in having a positive attitude toward job

- 64% in having a positive attitude toward subordinates

- 58% in displaying patience with others in difficult situations

- 51% in telling the truth, not just what the constituents want to hear

<u>Communicate Effectively</u>

- 62% in using active skills in conversations with others

- 59% in having an effective style of communication

- 59% in asking good questions of others

- 59% in seeking critical information from others

- 55% in giving orders effectively

<u>Build Effective Teams/Develop Others</u>

- 65% in training and coaching employees

- 61% in being open with others about what has been learned from mistakes

- 57% in utilizing groups in problem solving tasks

<u>Value Differences</u>

- 69% in understanding that people may need to be managed differently

- 65% in incorporating others' talents and points of view

- 62% in building capacity to take the perspective of another person

<u>Handling Conflict</u>

- 67% in showing understanding for others' perspectives

- 52% in decreasing number of employee grievances

<u>Make Effective Decisions</u>

- 59% in seeking input of others in making important decisions

- 58% in being confident in decisions made

- 56% in taking calculated risks in making quick decisions

- 56% in focusing on understanding feedback

- 55% in making appropriate changes in behaviors based on feedback

Manage Work

- 62% in increasing quality of work

- 59% in implementing new ideas with employee group

- 57% in basing appraisal on performance

- 57% in placing emphasis on future performance

- 56% in managing projects effectively

Core Values

- 59% in displaying respect in work and professional relationships

- 55% in displaying integrity in work and professional relationships

- 55% in displaying stewardship in work and professional relationships

- 52% in displaying honesty in work and professional relationships

- Higher percentages of managers rated supervisors much worse or somewhat worse before the L2S program than after the L2S program. Examples include:

  - Prior to L2S, 38% rated much worse or somewhat worse; whereas, 7% rated much worse or somewhat worse in seeking input of others in making important decisions after L2S.

  - Prior to L2S, 37% rated much worse or somewhat worse; whereas, 6% rated much worse or somewhat worse in building the capacity to take the perspective of another person after L2S.

  - Prior to L2S, 36% rated much worse or somewhat worse; whereas 4% rated much worse or somewhat worse in accomplishing results through others after L2S.

  - Prior to L2S, 36% rated much worse or somewhat worse; whereas 7% rated much worse or somewhat worse in taking calculated risks in making quick decisions after L2S.

  - Prior to L2S, 32% rated much worse or somewhat worse; whereas 7% rated much worse or somewhat worse in speaking with clarity after L2S.

- The highest much worse or somewhat worse rating prior to L2S was 38%; whereas, the highest much worse or somewhat worse rating after L2S was 14%.

<u>Subordinate Surveys</u>

The surveys recorded feedback from the supervisors' subordinates on their ratings of their supervisors both before and after L2S. It should be noted that only 8 surveys were received; therefore, the category percentages may represent only a couple of subordinates' feedback. The same questions were used as those in the participant surveys. Results from the subordinate surveys include the following:

In total, subordinates chose "don't know" more frequently in all categories when rating their supervisors' abilities after the L2S program. A few questions received somewhat better and much better ratings after the L2S program. However, there were also some questions that received somewhat worse or much worse ratings after the L2S program. Due to the low number of returned surveys, no established patterns can be ascertained.

In sum, the survey data confirms that the L2S Training Program delivered its original objectives, which were set by the employee team two years ago. These objectives, given below, were directly met by the L2S program through increasing supervisors' abilities in the areas of building and maintaining relationships/credibility, communicating effectively, building effective teams/developing others, valuing differences, handling conflict, making effective decisions, managing work, and displaying core values.

Objectives addressed by the training program include:

- Issue of supervisors and managers not backing up employees, especially when the public questions what they do
- Issue of double standards (fairness) for supervisors/employees
- Issue of lack of respect by managers and supervisors for the individual
- Issue of violations of core values
- Issue of lack of internal communication
- Issue of lack of communication between managers and employees

<u>COSTS AND BENEFITS OF L2S PROGRAM</u>

Costs are developed in accordance with recommended worksheets in <u>Return</u> <u>On</u> <u>Investment</u> by Jack Phillips. Costs were developed for each of the following components:

- L2S Program Analysis
- L2S Program Development
- L2S Program Delivery
- L2S Program Evaluation

<u>L2S Program Analysis</u>

Costs include:

- Salary and benefit cost of the team of employees' time in accomplishment of designing solutions to the problems between employees and their supervisors as described in the vision sessions. Represents 65% of total cost based on organizational cost allocation studies.
- Allocated maintenance and operational cost, including cost of telephones, cellular phones, utilities, computer software, office supplies, vehicle maintenance, printing, desktop services, maintenance of equipment, and other related costs. Represents 17% of total cost based on organizational cost allocation studies.
- Allocated capital cost, including depreciated cost of buildings, capital equipment and related costs. Represents 3% of total cost based on organizational cost allocation studies.
- Allocated departmental indirect cost, including cost of departmental management and other administrative costs. Represents 6% of total cost based on organizational cost allocation studies.
- Allocated organizational indirect cost, including cost of organizational management, financial services, building maintenance services, and other related costs. Represents 9% of total cost based on organizational cost allocation studies.

<u>Program Development Costs</u>

Costs include:

- Salary and benefit cost of ODC employees and organizational instructors' time in accomplishing the task of developing the L2S training program.
- Allocated maintenance and operational cost.
- Allocated capital cost.
- Allocated departmental indirect cost.
- Allocated organizational indirect cost.

Program Delivery Costs

Costs include:

- Salary and benefit cost of participants' and instructors' time in attending and delivering the L2S training program.
- Cost of consultants.
- Allocated maintenance and operational cost.
- Allocated capital cost.
- Allocated departmental indirect cost.
- Allocated organizational indirect cost.

Program Evaluation Costs

Costs include:

- Salary and benefit cost of ODC employees and Budget and Evaluation employees' time in accomplishing the evaluation of the L2S training program.
- Allocated maintenance and operational cost.
- Allocated capital cost.
- Allocated departmental indirect cost.
- Allocated organizational indirect cost.

The total cost of the L2S Training Program equals the total cost of each of these components: Program Analysis, Program Development, Program Delivery and Program Evaluation. The actual costs are given below:

Cost Element	Program Analysis	Program Development	Program Delivery	Program Evaluation	Total Costs
Salaries and Benefits	$8,058.36	$227,791.32	$267,661.81	$7,512.08	$505,261.77
Allocated M&O	2,107.57	59,576.19	70,003.86	1,964.70	132,145.39
Consultants	0.00	0.00	84,250.00	0.00	84,250.00
Allocated Capital	371.92	10,513.45	12,353.90	346.71	23,319.78
Allocated Department Indirect	743.85	21,026.89	24,707.24	693.42	46,639.55
Allocated Organization Indirect	1,115.77	31,540.34	37,060.87	1,040.13	69,959.32
Total	$12,397.47	$350,448.19	$496,037.68	$11,557.04	$870,440.38

Therefore, the total cost of the L2S Training Program is over $870,000. How does this compare with the benefits of the program?

In calculating the benefits of a training program, there are a number of strategies available to convert data to monetary values. The best strategy is to determine the value of increased output. Examples would include such measures as increase in number of applications processed, increase in number of citizens served, increase in number of police cases solved, etc. which can be directly attributed to the training program. These increases can be converted to actual dollars saved in a governmental organization versus profits realized in a for-profit organization.

Although there are a number of measures that can be tracked to determine dollar savings, there is not sufficient time during this evaluation to track and calculate such data. Therefore, an alternative method, using estimates from participants and managers based on the surveys, is chosen for determining the benefits of the L2S Training Program.

The surveyed participants felt that 16% of them were much better in all supervisory categories following the L2S program than before the program and that 8% of them were somewhat better. The surveyed managers felt that 8% of the participants were much better in all supervisory categories following the L2S program than before the program and that 16% of them were somewhat better. Therefore, on average, 24% of supervisors have experienced improvements in their skills as a result of the training program. According to the surveys, the vast majority of the remaining 76% of the supervisors showed no change or it was not known if there were any changes in the categories.

The average of 24% of supervisors experiencing improvements can be used to calculate direct benefits from the L2S program. This methodology assumes that the "don't know" answers were actually no change in supervisory skills. A rating of much better is assumed to represent a 25% improvement in skills. A rating of somewhat better is assumed to represent a 10% improvement in skills. Therefore, the average percentage of improvement is calculated at 18%.

According to the literature, one must be careful in converting "improvement" to actual dollars saved. This is especially true if the benefits are expressed in terms of employee time saved. If a training program results in a savings in employee time, a monetary value is realized only if the manager used the additional time in a productive way. For this reason, only 50% of the average improvement are assumed to actually generate savings.

For this methodology, each supervisor is assumed to supervise 4 employees (the average span of control in the organization) and the average hourly salary + benefits for each supervisor is $30. The average hourly salary + benefits for each employee supervised is $23. These hourly rates are based on actual rates from supervisor and employee payroll data. It is also assumed that the supervisor improvements impact employee improvements at the same percentage rate of 18%.

Using these assumptions, the following methodology can determine the direct cost savings from the L2S training program:

24% of 180 Supervisors = 43
18% Supervisory Improvement Per Hour = $30 x .18 = $5.40
50% of $5.40 Per Hour For Direct Savings = $2.70

Total Direct Savings Per Hour From Improved Supervisors = 43 x $2.70 =$116.10
Total Annual Savings From Improved Supervisors = $116.10 x 2080 = $241,488.00

Number of Employees Impacted = 43 x 4 = 172
18% of Employee Improvement Per Hour = $23 x.18 = $4.14
50% of $4.14 Per Hour For Direct Savings = $2.07

Total Direct Savings Per Hour From Impacted Employees = 172 x $2.07 =$356.04
Total Annual Savings From Improved Supervisors = $356.04 x 2080 = $740,563.20

Grand Total Direct Annual Savings From Supervisors and Employees = $982,051.20

To determine the Return on Investment (ROI) for the L2S Training Program, the following formula is used:

$$ROI\ (\%) = \frac{Net\ Program\ Benefits}{Program\ Costs} \times 100$$

$$112.82\% = \frac{\$982,051.20}{\$870,440.38} \times 100$$

An ROI of 113% means that for each $1 invested in the L2S training program a return of $1.13 is received. This is an excellent ROI as, according to the literature, a 25% ROI for training programs is desirable.

It should be noted that the assumptions used in this calculation might not be accurate. However, it is based on the best available data which is directly related to improvements following the training program as described by those who are closest to the situation - the participants and their managers. Also, assumptions are clearly on the conservative side - assuming "don't know" means no improvement and using only 50% of the improvement as direct savings.

Other cost/benefit performance measures, based on this data, consist of the following:

- Total Cost Per Participant for L2S Training Program: $4,835.78
- Total Savings Per Participant for L2S Training Program: $5,455.84
- Cost Per In House Instructor Class Hour: $33.92
- Cost Per Consultant Class Hour: $260.29

CONCLUSIONS AND RECOMMENDATIONS

Conclusions are given below in accordance with the objectives of the study:

Objective: Identify the percentage of new supervisors completing the training
                program
Conclusion: A total of 344 supervisors were identified for the program. During
                the first year, 180 graduated from L2S, representing 52% of all
                supervisors identified for the program.

Objective: Identify improvements in registration process
Conclusion: Suggested improvements in the registration process include:

- Develop schedule so that students can take each module during one
  month as much as possible instead of schedule developed by module with
  classes spread out over several months
- Instructors should develop a plan together to prevent overlaps in class
  schedules. Should try to keep the number of classes held on the same
  day to no more than two.
- Tabulation of instructor evaluations should be completed following each
  class and shared with instructors prior to next class.
- Start registration process at least one month before classes start.
- Consider scaling the training down by cutting down the number of classes
  in each module - it appeared to be too much class time in too short a time
  for many students.
- Put half days classes together in one day
- Registration is usually poor later in the year so don't schedule as many
  sessions then.

Objective: Identify improvements to program process, which would benefit
                instructors and consultants
Conclusion: Incorporate the following improvements to the program process:

- Provide notebook to all instructors and consultants prior to "Train the
  Trainer" sessions (well before classes begin) with clear instructions on
  class locations, class times, instructor evaluation requirements, participant
  assessment requirements, and handout requirements. Responsibilities for
  printing (including printing of revised handouts) should be very clear. The
  notebook should also contain module and class descriptions, available
  training resources (such as contact personnel, videos, workbooks,
  exercise information), instructor evaluation forms, participant assessment
  forms (or format), and names and phone numbers of instructors. Names
  and departments of all participants should also be included.
- Hold a couple of "Train the Trainer" sessions within two weeks of
  beginning of classes
- Have classes at Employee Training Center only

- Provide instructor evaluation totals to instructors before the next class
- Provide assessment scores (if tabulated by ODC personnel) to instructors before the next class
- Provide copies of this report to all instructors and consultants
- Consider video taping sessions and provide over Internet or through videos that individuals can use on their own

Objective: Identify improvements to program content, which would benefit participants

Conclusion: Incorporate the following improvements to the program content:

- Extend Sexual Harassment, Form and Function, Customer Service, Medical Services/EAP/Substance Abuse, and Keeping Records classes by an additional hour
- Extend Myers Briggs Indicator Assessment class by two additional hours
- Extend Managing Multiple Priorities class by two additional hours
- Extend Sexual Harassment class to a full two hours
- Add one additional day for Advanced Track session
- Keep software on laptop updated
- Add video to Form and Function class
- Shelve videos that are used for classes so that participants won't be seeing them in other settings
- Rework Keeping Records class to focus on record retention as well as Human Resource record-keeping
- Include representation from community cultural groups in Diversity in the Work Place class

Objective: Identify the impact of training on participants' knowledge of legal issues

Conclusion: The following survey results identify the impact of the L2S training on legal knowledge:
- The percentage of participants who strongly agreed or agreed that the following courses met their needs for the supervisory role were:

  - 98% in Medical Services, Privacy Laws, EAP, and Substance Abuse
  - 97% in Diversity in the Work Place
  - 94% in Sexual Harassment
  - 94% in Resolving Conflict
  - 87% in ADA, Workers' Compensation, FMLA and Safe Work Behavior

Objective: Identify the impact of training on participants' management skills

Conclusion: The following survey results identify the impact of the L2S training on management skills:
- The percentage of participants who strongly agreed or agreed that the following courses met their needs for the supervisory role were:

- 100% in Evaluating Performance, Providing Feedback and Coaching/Mentoring
- 100% in Customers and Suppliers
- 98% in Strategic Planning
- 96% in Communications
- 95% in Managing Multiple Priorities
- 92% in Effective Resource Management
- 91% in Understanding Work Culture
- 90% in Decision Analysis
- 89% in Applied Systems Management
- 82% in Myers Briggs Indicator Assessment
- 81% in Measuring and Improving Work Processes

- The average percentage of surveyed participants who felt they had improved in building and maintaining relationships/credibility after the L2S program was 57%. The average percentage of managers who agreed was 56%.

- The average percentage of surveyed participants who felt they had improved in building effective teams/developing others after the L2S program was 59%. The average percentage of managers who agreed was 55%.

- The average percentage of surveyed participants who felt they had improved in valuing differences after the L2S program was 61%. The average percentage of managers who agreed was 61%.

- The average percentage of surveyed participants who felt they had improved in handling conflict after the L2S program was 62%. The average percentage of managers who agreed was 49%.

- The average percentage of surveyed participants who felt they had improved in making effective decisions after the L2S program was 57%. The average percentage of managers who agreed was 55%.

- The average percentage of surveyed participants who felt that they had improved in managing work after the L2S program was 53%. The average percentage of managers who agreed was 49%.

- The average percentage of surveyed participants who felt that they had improved in displaying core values after the L2S program was 40%. The average percentage of managers who agreed was 55%.

Objective: Identify the impact of training on participants' understanding of City
             policies
Conclusion: The following survey results identify the impact of the L2S training on
             management skills:

- The percentage of participants who strongly agreed or agreed that the following courses met their needs for the supervisory role were:

  - 97% in Greensboro Form and Function
  - 96% in Interviewing/Hiring and Orienting/On-The-Job Training
  - 95% in Greensboro Pay Plan
  - 95% in Keeping Meaningful Records
  - 89% in Discipline and Grievance

Objective: Identify the impact of training on participants' knowledge of locating
            management resources available to them
Conclusion: The following survey results identify the impact of the L2S training on
            participants' knowledge of locating management resources available
            to them.

- The average percentage of surveyed participants who felt that they had improved in communicating effectively after the L2S program was 62%. The average percentage of managers who agreed was 53%.

- Surveyed participants and managers felt that improvement in the following specific skills occurred following the L2S program:

  - Having an effective style of communication
  - Asking good questions of others
  - Seeking critical information from others
  - Sharing critical information with others
  - Giving appropriate feedback to others
  - Facilitating a climate of collaboration with team members
  - Accomplishing results through others
  - Seeking possible solutions, rather than placing fault and blame
  - Seeking input of others in making important decisions
  - Implementing new ideas with employee group

Objective: Identify costs and benefits of program, including return on investment
Conclusion: Costs, benefits, and ROI of the L2S Training Program include the
following:

- Cost of program was $870,440.38
- Benefits of program was $982,051.20
- ROI of program was 112.82%.

Other cost/benefit performance measures, based on this data, consist of the following:

- Total Cost Per Participant for L2S Training Program: $4,835.78
- Total Savings Per Participant for L2S Training Program: $5,455.84
- Cost Per In House Instructor Class Hour: $33.92
- Cost Per Consultant Class Hour: $260.29

<u>Objective</u>: Identify relevant L2S Training performance objectives and measures for future work planning

<u>Conclusion</u>: The following L2S Training performance objectives and measures can be utilized for future work planning:

- Maintain or increase L2S ROI of 113%.
- Increase percentage of participants and managers who feel supervisory skills have become somewhat better or much better after L2S program.
- Decrease percentage of participants and managers who feel supervisory skills have become somewhat worse or much worse after L2S program.
- Increase feedback from subordinates on participants' behavior changes.
- Consider tracking specific hard data that can be directly related to the L2S training program, such as:

  - Decrease in cost of services produced
  - Decrease in cost of work backlog
  - Decrease in cost of accidents
  - Decrease in cost of grievances
  - Decrease in cost of employee complaints
  - Decrease in cost of customer complaints
  - Decrease in cost of employee turnover

IMPLEMENTATION OF RECOMMENDATIONS

The following implementation steps are recommended to be undertaken by the ODC training staff:

- Make all recommended improvements in registration process before beginning the next L2S class, even if the class needs to be delayed until next year.

- Make all recommended improvements in program process for next session of L2S.

- Make all recommended improvements in program content for next session of L2S.

- Conduct follow-up surveys of next session's participants and increase feedback by using updated list of graduates and making additional callbacks.

- Begin collecting hard data through specific feedback from participants and records kept within Legal, Human Resources or participant departments.

- Cut costs (and increase ROI) of L2S by using videos of past sessions, eliminating or reducing consultant costs and reducing inefficiencies in program delivery.

<u>APPENDIX</u>

<u>1.</u> L2S Registration Form

<u>2.</u> Questions For Center For Creative Leadership

<u>3.</u> Individual L2S Class "Green Sheet" Ratings

<u>4.</u> Participant Survey

<u>5.</u> Manager Survey

<u>6.</u> Subordinate Survey

<u>7.</u> Participant Survey Results

<u>8.</u> Manager Survey Results

<u>9.</u> Subordinate Survey Results

Questions For Center For Creative Leadership

1. How do you determine if your training programs are effective?

2. Do you receive feedback on the process? The content? The instructors?

3. Do you use follow-up survey instruments for participants? Subordinates?
    Participants' managers? (Can we have copies?)

4. If you do, how do you survey? Entire population? Random sample?

5. Do you do callbacks?

6. What do you consider a good response rate?

7. How have you modified your training programs due to evaluation results?

8. Our program trains supervisors in the following modules: Effective Resource
    Management, Performance Recognition and Compensation, Legal Issues,
    Employment with the City, Work Culture, and Diversity in the Work Place.
    Classes focused on the following:

    *   Budget process
    *   Performance measurement
    *   People, equipment and environment
    *   Time management
    *   Effective meeting management
    *   Decision analysis
    *   Managing multiple priorities
    *   Performance recognition and compensation
    *   Evaluating performance
    *   Providing feedback
    *   Coaching/Mentoring
    *   Pay plan
    *   ADA
    *   Workers' compensation
    *   FMLA
    *   Safe work behavior
    *   Medical services privacy laws
    *   EAP
    *   Substance abuse
    *   Interviewing, hiring and orienting
    *   OJT
    *   Discipline and grievance
    *   Keeping meaningful records

- Form and function of Council/Manager system
- Customers and suppliers
- Program evaluation
- Work processes
- Work culture
- Strategic planning
- Diversity
- Group dynamics
- Dealing with the mentally ill
- Sexual harassment
- Resolving conflict

Do you have evaluation instruments that deal with behavior change in any of these topics? (Can we have copies?)

9. Do you use any type of ROI formula in your evaluations?

10. What is your opinion of ROI evaluations?

11. Do you quantify "general improvements" in behaviors in terms of dollars? How?

12. What else can you share with us? Pitfalls? Words of wisdom?

Communications
Instructors: Arant-McAdoo, Holsey, Justice, Lindemeyer, Speaks

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The information was presented clearly.	98	120	3	1	
2. The key points of the class were easily identifiable.	95	129	4		
3. The exercises were helpful in emphasizing the key learning.	94	125	7	2	
4. The content of this course was important and relevant to my work responsibilities.	100	113	6	1	
5. The information on the quiz was covered during the class.	74	124	10	1	
6. The course met my needs for the supervisory role.	82	127	7	1	
7. It will be easy to apply this information in the work place.	75	121	17		
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	156	61	1		
2. Was the instructor prepared to instruct the class?	153	42	3		
3. Was the instructor organized in his/her presentation of the material?	161	58	5	1	
4. How well did the instructor facilitate learning?	145	54	2		
5. How effective was the instructor at getting his ideas across to participants?	142	61	3		
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	123	48	1		
2. Usefulness	97	79	1		
3. Organization	103	67	4		

Was the length of the class…?

Too short?	Too long?	Just right?
14	1	144

Myers Briggs Indicator Assessment
Instructors: Jessup and Driscoll

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	89	12	6		
The key points of the class were easily identifiable.	73	134	8	1	
The exercises were helpful in emphasizing the key learning.	56	132	14	1	
The content of this course was important and relevant to my work responsibilities.	70	120	21	3	
The information on the quiz was covered during the class.	77	119	23		
The course met my needs for the supervisory role.	52	125	33	5	
It will be easy to apply this information in the work place.	31	126	50	7	2
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	110	75	3		
2. Was the instructor prepared to instruct the class?	127	61	1		
3. Was the instructor organized in his/her presentation of the material?	115	70	3		
4. How well did the instructor facilitate learning?	86	90	7		
5. How effective was the instructor at getting his ideas across to participants?	87	94	3		
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	102	69	3		
2. Usefulness	93	75	6		
3. Organization	98	77	2		

Was the length of the class…?

Too short?	Too long?	Just right?
19	26	25

Diversity in the Work Place
Instructors: Speak, Hadgkiss, Chisolm-Noel and Estes

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	38	24	1		
The key points of the class were easily identifiable.	34	28	1		
The exercises were helpful in emphasizing the key learning.	33	26	3		
The content of this course was important and relevant to my work responsibilities.	32	29	2		
The information on the quiz was covered during the class.	36	24			
The course met my needs for the supervisory role.	35	22	4		
It will be easy to apply this information in the work place.	18	18			
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	42	18			
2. Was the instructor prepared to instruct the class?	42	16			
3. Was the instructor organized in his/her presentation of the material?	40	17			
4. How well did the instructor facilitate learning?	40	17			
5. How effective was the instructor at getting his ideas across to participants?	40	18			
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	31	16			
2. Usefulness	29	18			
3. Organization	31	16			

Was the length of the class…?

Too short?	Too long?	Just right?
	9	29

Sexual Harassment
Instructors: Harrelson and Williams

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	20	26	1		
The key points of the class were easily identifiable.	22	22	3		
The exercises were helpful in emphasizing the key learning.	21	23	2		
The content of this course was important and relevant to my work responsibilities.	24	21	1		
The information on the quiz was covered during the class.	23	23	2		
The course met my needs for the supervisory role.	24	20	3		
It will be easy to apply this information in the work place.	20	23	4		
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	27	18	3		
2. Was the instructor prepared to instruct the class?	26	18	3		
3. Was the instructor organized in his/her presentation of the material?	22	24	1		
4. How well did the instructor facilitate learning?	24	20	3		
5. How effective was the instructor at getting his ideas across to participants?	24	19	3		
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	23	18	2		
2. Usefulness	22	20	2		
3. Organization	23	18	3		

Was the length of the class…?

Too short?	Too long?	Just right?
11	2	24

Resolving Conflict
Instructor: Andy Scott

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	5	28	1		
The key points of the class were easily identifiable.	5	28		1	
The exercises were helpful in emphasizing the key learning.	9	21	3		
The content of this course was important and relevant to my work responsibilities.	8	24	3		
The information on the quiz was covered during the class.	6	25	3		
The course met my needs for the supervisory role.	9	21	1	1	
It will be easy to apply this information in the work place.	6	23	3	2	
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	13	18	3		
2. Was the instructor prepared to instruct the class?	12	20	1		
3. Was the instructor organized in his/her presentation of the material?	12	20	2		
4. How well did the instructor facilitate learning?	12	19	1		1
5. How effective was the instructor at getting his ideas across to participants?	9	23	2		
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	14	19			
2. Usefulness	13	17	1		
3. Organization	14	18			

Was the length of the class…?

Too short?	Too long?	Just right?
1	6	14

ADA, Workers' Compensation, FMLA, and Safe Work Behavior
Instructors: Hewitt and Roddy

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	15	24			
The key points of the class were easily identifiable.	8	32			
The exercises were helpful in emphasizing the key learning.	16	22	1		
The content of this course was important and relevant to my work responsibilities.	11	21	7		
The information on the quiz was covered during the class.	8	28	3		
The course met my needs for the supervisory role.	9	24	5		
It will be easy to apply this information in the work place.	9	25	5		
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	18	23	2		
2. Was the instructor prepared to instruct the class?	14	27	3		
3. Was the instructor organized in his/her presentation of the material?	14	23	3	1	
4. How well did the instructor facilitate learning?	14	27	3	1	
5. How effective was the instructor at getting his ideas across to participants?	13	27	3	1	
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	25	17	1		
2. Usefulness	24	28			
3. Organization	28	12	4		

Was the length of the class…?

Too short?	Too long?	Just right?
	7	24

Medical Services, Privacy Laws, EAP, and Substance Abuse
Instructors: Hill and Peterson-Buie

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	38	21			
The key points of the class were easily identifiable.	34	25			
The exercises were helpful in emphasizing the key learning.	32	25	2		
The content of this course was important and relevant to my work responsibilities.	38	21	1		
The information on the quiz was covered during the class.	34	25			
The course met my needs for the supervisory role.	33	24	1		
It will be easy to apply this information in the work place.	30	26	2		
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	39	20			
2. Was the instructor prepared to instruct the class?	39	20			
3. Was the instructor organized in his/her presentation of the material?	41	18			
4. How well did the instructor facilitate learning?	36	23			
5. How effective was the instructor at getting his ideas across to participants?	36	22			
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	43	14	1		
2. Usefulness	39	16			
3. Organization	38	14	1		

Was the length of the class…?

Too short?	Too long?	Just right?
20	1	27

Evaluating Performance, Providing Feedback and Coaching/Mentoring
Instructors: Blanton and Walker

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	26	32			
The key points of the class were easily identifiable.	24	35			
The exercises were helpful in emphasizing the key learning.	28	32			
The content of this course was important and relevant to my work responsibilities.	26	31	1	1	
The information on the quiz was covered during the class.	22	37	1	1	
The course met my needs for the supervisory role.	27	31			
It will be easy to apply this information in the work place.	21	35	2	1	
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	26	10			
2. Was the instructor prepared to instruct the class?	26	9	1		
3. Was the instructor organized in his/her presentation of the material?	25	10	1		
4. How well did the instructor facilitate learning?	24	12			
5. How effective was the instructor at getting his ideas across to participants?	21	15			
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	27	8	1		
2. Usefulness	29	9			
3. Organization	25	8			

Was the length of the class…?

Too short?	Too long?	Just right?
4	1	8

Greensboro Pay Plan
Instructor: Chris Yountz

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	24	33	1		
The key points of the class were easily identifiable.	18	37	3		
The exercises were helpful in emphasizing the key learning.	20	34	2	1	
The content of this course was important and relevant to my work responsibilities.	25	30			2
The information on the quiz was covered during the class.	22	33	3		
The course met my needs for the supervisory role.	20	35	1	1	1
It will be easy to apply this information in the work place.	18	35	3		1
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	27	25	2		
2. Was the instructor prepared to instruct the class?	27	24	2		
3. Was the instructor organized in his/her presentation of the material?	27	25	1		
4. How well did the instructor facilitate learning?	20	32	2		
5. How effective was the instructor at getting his ideas across to participants?	27	29	3		
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	24	25	3		
2. Usefulness	25	25	1		
3. Organization	22	29			

Was the length of the class…?

Too short?	Too long?	Just right?
3	2	25

Interviewing/Hiring and Orienting/On-the Job Training
Instructors: Allen, White-Jones and Wardlaw

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	29	20			
The key points of the class were easily identifiable.	26	24			
The exercises were helpful in emphasizing the key learning.	31	17	1		
The content of this course was important and relevant to my work responsibilities.	28	21			1
The information on the quiz was covered during the class.	29	20			1
The course met my needs for the supervisory role.	23	23			1
It will be easy to apply this information in the work place.	18	19			
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	33	15			
2. Was the instructor prepared to instruct the class?	33	15			
3. Was the instructor organized in his/her presentation of the material?	28	19			
4. How well did the instructor facilitate learning?	30	17	1		
5. How effective was the instructor at getting his ideas across to participants?	29	17	1		
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	31	15	2		
2. Usefulness	31	19		1	
3. Organization	35	11	1		

Was the length of the class…?

Too short?	Too long?	Just right?
	4	37

Discipline and Grievance
Instructors: Alverson, Peterson-Buie, Smith

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	14	43	4		
The key points of the class were easily identifiable.	15	34	5		
The exercises were helpful in emphasizing the key learning.	15	40	5		1
The content of this course was important and relevant to my work responsibilities.	18	39	5		1
The information on the quiz was covered during the class.	16	38	5	1	
The course met my needs for the supervisory role.	18	37	3	2	2
It will be easy to apply this information in the work place.	15	36	5	1	1
Instructor	Absolutely		Some -what		Not Really
1. Was the instructor receptive & responsive to participant input?	32	23	4		
2. Was the instructor prepared to instruct the class?	28	23	6	1	1
3. Was the instructor organized in his/her presentation of the material?	23	28	8	1	
4. How well did the instructor facilitate learning?	22	30	4	1	
5. How effective was the instructor at getting his ideas across to participants?	20	30	5		1
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	20	25	3		
2. Usefulness	22	21	2	1	
3. Organization	18	25	5		

Was the length of the class…?

Too short?	Too long?	Just right?
2	10	35

Keeping Meaningful Records
Instructors: Alverson, Scott and Talley

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	27	35			
The key points of the class were easily identifiable.	25	34	1		
The exercises were helpful in emphasizing the key learning.	29	32	1	1	
The content of this course was important and relevant to my work responsibilities.	29	32	1		
The information on the quiz was covered during the class.	25	37			
The course met my needs for the supervisory role.	25	33	3		
It will be easy to apply this information in the work place.	23	31	2		
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	39	23			
2. Was the instructor prepared to instruct the class?	34	27			
3. Was the instructor organized in his/her presentation of the material?	35	24	2		
4. How well did the instructor facilitate learning?	34	28			
5. How effective was the instructor at getting his ideas across to participants?	31	30	1		
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	34	27	3		
2. Usefulness	32	22	4		
3. Organization	30	28	3		

Was the length of the class…?

Too short?	Too long?	Just right?
8	1	32

Effective Resource Management
Instructors: Allen, Arant-McAdoo, Roddy, Stanley, and Walker

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	17	36			
The key points of the class were easily identifiable.	16	36	1		
The exercises were helpful in emphasizing the key learning.	18	33	2		
The content of this course was important and relevant to my work responsibilities.	18	31	4		
The information on the quiz was covered during the class.	18	33	2		
The course met my needs for the supervisory role.	21	28	4		
It will be easy to apply this information in the work place.	15	28	10		

Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	25	28			
2. Was the instructor prepared to instruct the class?	23	28	2		
3. Was the instructor organized in his/her presentation of the material?	23	26	2		
4. How well did the instructor facilitate learning?	18	31	3		
5. How effective was the instructor at getting his ideas across to participants?	18	32	2		

Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	33	14	1		
2. Usefulness	31	13	1		
3. Organization	30	18	2		

Was the length of the class…?

Too short?	Too long?	Just right?
1	3	22

Decision Analysis
Instructor: Tom Doane

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	44	29			
The key points of the class were easily identifiable.	33	40			
The exercises were helpful in emphasizing the key learning.	38	35			
The content of this course was important and relevant to my work responsibilities.	26	45	5		
The information on the quiz was covered during the class.	29	42	1		
The course met my needs for the supervisory role.	30	39	8		
It will be easy to apply this information in the work place.	22	43	8	1	
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	51	18			
2. Was the instructor prepared to instruct the class?	56	12			
3. Was the instructor organized in his/her presentation of the material?	50	18			
4. How well did the instructor facilitate learning?	48	21			
5. How effective was the instructor at getting his ideas across to participants?	41	28			
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	21	38			
2. Usefulness	27	26			
3. Organization	30	22			

Was the length of the class…?

Too short?	Too long?	Just right?
8	7	24

Managing Multiple Priorities
Instructor: Pat Kirkman

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	33	26			
The key points of the class were easily identifiable.	31	25	1		
The exercises were helpful in emphasizing the key learning.	31	24	3		
The content of this course was important and relevant to my work responsibilities.	29	25	2	1	
The information on the quiz was covered during the class.	29	26	2	1	
The course met my needs for the supervisory role.	30	26	1	2	
It will be easy to apply this information in the work place.	25	25	7		
Instructor	Absolutely		Some -what		Not Really
1. Was the instructor receptive & responsive to participant input?	26	18			
2. Was the instructor prepared to instruct the class?	30	18			
3. Was the instructor organized in his/her presentation of the material?	30	8	1		
4. How well did the instructor facilitate learning?	26	11	1		
5. How effective was the instructor at getting his ideas across to participants?	24	15			
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	30	9	1		
2. Usefulness	29	9	2		
3. Organization	33	4	2		

Was the length of the class…?

Too short?	Too long?	Just right?
4	1	15

Greensboro Form and Function
Instructor: Larry Sumner

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	**23**	**9**			
The key points of the class were easily identifiable.	**21**	**11**			
The exercises were helpful in emphasizing the key learning.	**18**	**13**	**1**		
The content of this course was important and relevant to my work responsibilities.	**16**	**15**	**1**		
The information on the quiz was covered during the class.	**15**	**16**	**1**		
The course met my needs for the supervisory role.	**15**	**16**	**1**		
It will be easy to apply this information in the work place.	**16**	**15**	**1**		
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	**20**	**9**			
2. Was the instructor prepared to instruct the class?	**21**	**8**			
3. Was the instructor organized in his/her presentation of the material?	**23**	**9**			
4. How well did the instructor facilitate learning?	**22**	**9**			
5. How effective was the instructor at getting his ideas across to participants?	**22**	**9**			
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	**25**	**7**			
2.Usefulness	**20**	**10**			
3.Organization	**20**	**7**			

Was the length of the class…?

Too short?	Too long?	Just right?
1		**34**

Customers and Suppliers
Instructor: Donna Gray

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	30	31			
The key points of the class were easily identifiable.	31	27			
The exercises were helpful in emphasizing the key learning.	28	28			
The content of this course was important and relevant to my work responsibilities.	33	28			
The information on the quiz was covered during the class.	32	39			
The course met my needs for the supervisory role.	33	27			
It will be easy to apply this information in the work place.	27	27			
Instructor	Absolutely		Some -what		Not Sure
1. Was the instructor receptive & responsive to participant input?	44	16			
2. Was the instructor prepared to instruct the class?	43	18			
3. Was the instructor organized in his/her presentation of the material?	41	18			
4. How well did the instructor facilitate learning?	42	18			
5. How effective was the instructor at getting his ideas across to participants?	42	18			
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	45	12	1		
2.Usefulness	37	17	2		
3.Organization	39	15	1		

Was the length of the class…?

Too short?	Too long?	Just right?
3		33

Studying, Measuring and Improving Work Processes
Instructors: Craft & Houk

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	16	37	1		
The key points of the class were easily identifiable.	19	26	6		
The exercises were helpful in emphasizing the key learning.	15	31	7		
The content of this course was important and relevant to my work responsibilities.	17	31	5		
The information on the quiz was covered during the class.	14	34	5	1	
The course met my needs for the supervisory role.	16	27	9	1	
It will be easy to apply this information in the work place.	16	29	7		
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	28	24	2		
2. Was the instructor prepared to instruct the class?	25	25	4		
3. Was the instructor organized in his/her presentation of the material?	29	23	1		1
4. How well did the instructor facilitate learning?	27	26	1		
5. How effective was the instructor at getting his ideas across to participants?	25	26	1	1	
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	20	23	6	3	
2. Usefulness	17	27	4		
3. Organization	19	29	4		

Was the length of the class…?

Too short?	Too long?	Just right?
1	3	33

Understanding Work Culture (Planning, Communication and Collaborating)
Instructors: Craft & Houk

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	10	40	5		
The key points of the class were easily identifiable.	9	40	6		
The exercises were helpful in emphasizing the key learning.	12	37	5		
The content of this course was important and relevant to my work responsibilities.	13	38	3		
The information on the quiz was covered during the class.	12	37	5		
The course met my needs for the supervisory role.	9	40	5		
It will be easy to apply this information in the work place.	2	39	6		
Instructor	Absolutely		Some-what		Not Really
1. Was the instructor receptive & responsive to participant input?	25	27	3		
2. Was the instructor prepared to instruct the class?	25	26	4		
3. Was the instructor organized in his/her presentation of the material?	23	27	4		
4. How well did the instructor facilitate learning?	20	31	3		
5. How effective was the instructor at getting his ideas across to participants?	19	31	4		
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	22	25	7		
2.Usefulness	20	25	6	2	
3.Organization	20	24	8	1	

Was the length of the class…?

Too short?	Too long?	Just right?
	3	223

Strategic Planning
Instructor: Renee Dickson

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	30	20	1		
The key points of the class were easily identifiable.	30	20	1		
The exercises were helpful in emphasizing the key learning.	31	19			
The content of this course was important and relevant to my work responsibilities.	31	18	1		
The information on the quiz was covered during the class.	30	17		1	
The course met my needs for the supervisory role.	32	18			1
It will be easy to apply this information in the work place.	33	17		2	

Instructor	Absolutely		Some-what		Not Sure
1. Was the instructor receptive & responsive to participant input?	30	18		3	
2. Was the instructor prepared to instruct the class?	32	17			
3. Was the instructor organized in his/her presentation of the material?	32	16	2	1	
4. How well did the instructor facilitate learning?	33	12	1		
5. How effective was the instructor at getting his ideas across to participants?	29	10			

Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	40	7			
2. Usefulness	38	10			
3. Organization	37	12			

Was the length of the class…?

Too short?	Too long?	Just right?
3	2	27

Applied Systems Management
Instructor: Steve Strauss

Class	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented clearly.	26	24	2		
The key points of the class were easily identifiable.	19	27	6		
The exercises were helpful in emphasizing the key learning.	19	28	3	1	
The content of this course was important and relevant to my work responsibilities.	16	26	7		
The information on the quiz was covered during the class.	15	31	6		
The course met my needs for the supervisory role.	17	31	3	1	
It will be easy to apply this information in the work place.	9	30	11	2	
Instructor	Absolutely		Some -what		Not Sure
1. Was the instructor receptive & responsive to participant input?	40	14			
2. Was the instructor prepared to instruct the class?	45	9			
3. Was the instructor organized in his/her presentation of the material?	37	16			
4. How well did the instructor facilitate learning?	39	12	3		
5. How effective was the instructor at getting his ideas across to participants?	35	14	4		
Printed Material	Excellent	Good	Fair	Poor	
1. Appearance	27	20	1		
2.Usefulness	25	22	1		
3.Organization	26	15	1		

Was the length of the class…?

Too short?	Too long?	Just right?
4	3	31

L2S Student Survey

Much Better = 1   Somewhat Better = 2   No Change = 3   Somewhat Worse = 4   Much Worse = 5   Don't Know = 6

Circle one of the following answers for each question for Before L2S Program and Now which describes the extent to which you have been able to:

	Before L2S Program							Now					
Build and Maintain Relationships/Credibility													
• Be approachable and receptive to others	1	2	3	4	5	6		1	2	3	4	5	6
• Support and understand the needs of others	1	2	3	4	5	6		1	2	3	4	5	6
• Display patience with others in difficult situations	1	2	3	4	5	6		1	2	3	4	5	6
• Use ethical considerations to guide decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Tell the truth, not just what constituents want to hear	1	2	3	4	5	6		1	2	3	4	5	6
• Be trusted to maintain confidentiality	1	2	3	4	5	6		1	2	3	4	5	6
• Provide follow through on promises	1	2	3	4	5	6		1	2	3	4	5	6
• Increase employee job satisfaction	1	2	3	4	5	6		1	2	3	4	5	6
• Have a positive attitude toward job	1	2	3	4	5	6		1	2	3	4	5	6
• Have a positive attitude toward subordinates	1	2	3	4	5	6		1	2	3	4	5	6
• Have a positive attitude toward management	1	2	3	4	5	6		1	2	3	4	5	6
• Provide praise to employees	1	2	3	4	5	6		1	2	3	4	5	6
• Show Interest in subordinates	1	2	3	4	5	6		1	2	3	4	5	6
Communicate Effectively													
• Give orders effectively	1	2	3	4	5	6		1	2	3	4	5	6
• Have an effective style of communication	1	2	3	4	5	6		1	2	3	4	5	6
• Speak with clarity	1	2	3	4	5	6		1	2	3	4	5	6
• Use active listening skills in conversations with others	1	2	3	4	5	6		1	2	3	4	5	6
• Ask good questions of others	1	2	3	4	5	6		1	2	3	4	5	6
• Ensure that nonverbal message agrees with verbal message	1	2	3	4	5	6		1	2	3	4	5	6
• Seek critical information from others	1	2	3	4	5	6		1	2	3	4	5	6
• Share critical information with others	1	2	3	4	5	6		1	2	3	4	5	6
• Communicate in ways that they can understand	1	2	3	4	5	6		1	2	3	4	5	6
• Present logical and compelling arguments	1	2	3	4	5	6		1	2	3	4	5	6
• Give appropriate feedback to others	1	2	3	4	5	6		1	2	3	4	5	6
• Give feedback to others at the appropriate moment	1	2	3	4	5	6		1	2	3	4	5	6
• Give feedback to others in the appropriate manner	1	2	3	4	5	6		1	2	3	4	5	6
Build Effective Teams/Develop Others													
• Train and coach employees	1	2	3	4	5	6		1	2	3	4	5	6
• Utilize groups in problem solving tasks	1	2	3	4	5	6		1	2	3	4	5	6
• Negotiate effectively regarding roles and/or resources	1	2	3	4	5	6		1	2	3	4	5	6
• Facilitate a climate of collaboration with team members	1	2	3	4	5	6		1	2	3	4	5	6
• Be open with others about what has been learned from mistakes	1	2	3	4	5	6		1	2	3	4	5	6
• Accomplish results through others	1	2	3	4	5	6		1	2	3	4	5	6
Value Differences													
• Build capacity to take the perspective of another person	1	2	3	4	5	6		1	2	3	4	5	6
• Leverage differences in others for the good of the organization	1	2	3	4	5	6		1	2	3	4	5	6
• Understand that people may need to be managed differently	1	2	3	4	5	6		1	2	3	4	5	6
• Incorporate others' talents and points of view	1	2	3	4	5	6		1	2	3	4	5	6

Much Better = 1   Somewhat Better = 2   No Change = 3   Somewhat Worse = 4   Much Worse = 5   Don't Know = 6

	Before L2S Program							**Now**					
Handling Conflict													
• Focus on the underlying problem, rather than the symptoms	1	2	3	4	5	6		1	2	3	4	5	6
• Show understanding for others' perspectives	1	2	3	4	5	6		1	2	3	4	5	6
• Manage emotion when coping with conflict	1	2	3	4	5	6		1	2	3	4	5	6
• Seek possible solutions, rather than placing fault and blame	1	2	3	4	5	6		1	2	3	4	5	6
• Diffuse the tension before addressing the conflict itself	1	2	3	4	5	6		1	2	3	4	5	6
• Participate in the resolution of conflict	1	2	3	4	5	6		1	2	3	4	5	6
• Conduct review to extract learning after conflict resolved	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease number of employee grievances	1	2	3	4	5	6		1	2	3	4	5	6
Make Effective Decisions													
• Seek input of others in making important decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Take calculated risks in making quick decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Delegate appropriate decisions to lower levels	1	2	3	4	5	6		1	2	3	4	5	6
• Make effective decisions in difficult situations	1	2	3	4	5	6		1	2	3	4	5	6
• Focus on understanding feedback	1	2	3	4	5	6		1	2	3	4	5	6
• Make appropriate changes in behaviors based on feedback	1	2	3	4	5	6		1	2	3	4	5	6
• Stop putting off making decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Be confident in decisions made	1	2	3	4	5	6		1	2	3	4	5	6
• Evaluate results of decisions made	1	2	3	4	5	6		1	2	3	4	5	6
Manage Work													
• Manage projects effectively	1	2	3	4	5	6		1	2	3	4	5	6
• Pay appropriate attention to details	1	2	3	4	5	6		1	2	3	4	5	6
• Follow through on tasks	1	2	3	4	5	6		1	2	3	4	5	6
• Manage time effectively	1	2	3	4	5	6		1	2	3	4	5	6
• Impact productivity positively	1	2	3	4	5	6		1	2	3	4	5	6
• Reduce absenteeism in employee group	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease customer complaints	1	2	3	4	5	6		1	2	3	4	5	6
• Increase customer satisfaction	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease employee turnover	1	2	3	4	5	6		1	2	3	4	5	6
• Implement new ideas with employee group	1	2	3	4	5	6		1	2	3	4	5	6
• Set goals and objectives	1	2	3	4	5	6		1	2	3	4	5	6
• Increase quality of work	1	2	3	4	5	6		1	2	3	4	5	6
• Increase safety in workplace	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease employee tardiness	1	2	3	4	5	6		1	2	3	4	5	6
• Base appraisal on performance	1	2	3	4	5	6		1	2	3	4	5	6
• Place emphasis on future performance	1	2	3	4	5	6		1	2	3	4	5	6
• Prepare for meetings	1	2	3	4	5	6		1	2	3	4	5	6
• Facilitate meetings appropriately	1	2	3	4	5	6		1	2	3	4	5	6
• Participate in meetings more effectively	1	2	3	4	5	6		1	2	3	4	5	6
Core Values													
• Display honesty in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6
• Display integrity in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6
• Display stewardship in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6
• Display respect in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6

L2S Manager Survey

Much Better = 1   Somewhat Better = 2   No Change = 3   Somewhat Worse = 4   Much Worse = 5   Don't Know = 6

Circle one of the following answers for each question for Before L2S Program and Now which describes the extent to which your named direct report has been able to:

	Before L2S Program							Now					
Build and Maintain Relationships/Credibility													
• Be approachable and receptive to others	1	2	3	4	5	6		1	2	3	4	5	6
• Support and understand the needs of others	1	2	3	4	5	6		1	2	3	4	5	6
• Display patience with others in difficult situations	1	2	3	4	5	6		1	2	3	4	5	6
• Use ethical considerations to guide decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Tell the truth, not just what constituents want to hear	1	2	3	4	5	6		1	2	3	4	5	6
• Be trusted to maintain confidentiality	1	2	3	4	5	6		1	2	3	4	5	6
• Provide follow through on promises	1	2	3	4	5	6		1	2	3	4	5	6
• Increase employee job satisfaction	1	2	3	4	5	6		1	2	3	4	5	6
• Have a positive attitude toward job	1	2	3	4	5	6		1	2	3	4	5	6
• Have a positive attitude toward subordinates	1	2	3	4	5	6		1	2	3	4	5	6
• Have a positive attitude toward management	1	2	3	4	5	6		1	2	3	4	5	6
• Provide praise to employees	1	2	3	4	5	6		1	2	3	4	5	6
• Show Interest in subordinates	1	2	3	4	5	6		1	2	3	4	5	6
Communicate Effectively													
• Give orders effectively	1	2	3	4	5	6		1	2	3	4	5	6
• Have an effective style of communication	1	2	3	4	5	6		1	2	3	4	5	6
• Speak with clarity	1	2	3	4	5	6		1	2	3	4	5	6
• Use active listening skills in conversations with others	1	2	3	4	5	6		1	2	3	4	5	6
• Ask good questions of others	1	2	3	4	5	6		1	2	3	4	5	6
• Ensure that nonverbal message agrees with verbal message	1	2	3	4	5	6		1	2	3	4	5	6
• Seek critical information from others	1	2	3	4	5	6		1	2	3	4	5	6
• Share critical information with others	1	2	3	4	5	6		1	2	3	4	5	6
• Communicate in ways that they can understand	1	2	3	4	5	6		1	2	3	4	5	6
• Present logical and compelling arguments	1	2	3	4	5	6		1	2	3	4	5	6
• Give appropriate feedback to others	1	2	3	4	5	6		1	2	3	4	5	6
• Give feedback to others at the appropriate moment	1	2	3	4	5	6		1	2	3	4	5	6
• Give feedback to others in the appropriate manner	1	2	3	4	5	6		1	2	3	4	5	6
Build Effective Teams/Develop Others													
• Train and coach employees	1	2	3	4	5	6		1	2	3	4	5	6
• Utilize groups in problem solving tasks	1	2	3	4	5	6		1	2	3	4	5	6
• Negotiate effectively regarding roles and/or resources	1	2	3	4	5	6		1	2	3	4	5	6
• Facilitate a climate of collaboration with team members	1	2	3	4	5	6		1	2	3	4	5	6
• Be open with others about what has been learned from mistakes	1	2	3	4	5	6		1	2	3	4	5	6
• Accomplish results through others	1	2	3	4	5	6		1	2	3	4	5	6
Value Differences													
• Build capacity to take the perspective of another person	1	2	3	4	5	6		1	2	3	4	5	6
• Leverage differences in others for the good of the organization	1	2	3	4	5	6		1	2	3	4	5	6
• Understand that people may need to be managed differently	1	2	3	4	5	6		1	2	3	4	5	6
• Incorporate others' talents and points of view	1	2	3	4	5	6		1	2	3	4	5	6

Much Better = 1   Somewhat Better = 2   No Change = 3   Somewhat Worse = 4   Much Worse = 5   Don't Know = 6

	Before L2S Program							**Now**					
Handling Conflict													
• Focus on the underlying problem, rather than the symptoms	1	2	3	4	5	6		1	2	3	4	5	6
• Show understanding for others' perspectives	1	2	3	4	5	6		1	2	3	4	5	6
• Manage emotion when coping with conflict	1	2	3	4	5	6		1	2	3	4	5	6
• Seek possible solutions, rather than placing fault and blame	1	2	3	4	5	6		1	2	3	4	5	6
• Diffuse the tension before addressing the conflict itself	1	2	3	4	5	6		1	2	3	4	5	6
• Participate in the resolution of conflict	1	2	3	4	5	6		1	2	3	4	5	6
• Conduct review to extract learning after conflict resolved	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease number of employee grievances	1	2	3	4	5	6		1	2	3	4	5	6
Make Effective Decisions													
• Seek input of others in making important decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Take calculated risks in making quick decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Delegate appropriate decisions to lower levels	1	2	3	4	5	6		1	2	3	4	5	6
• Make effective decisions in difficult situations	1	2	3	4	5	6		1	2	3	4	5	6
• Focus on understanding feedback	1	2	3	4	5	6		1	2	3	4	5	6
• Make appropriate changes in behaviors based on feedback	1	2	3	4	5	6		1	2	3	4	5	6
• Stop putting off making decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Be confident in decisions made	1	2	3	4	5	6		1	2	3	4	5	6
• Evaluate results of decisions made	1	2	3	4	5	6		1	2	3	4	5	6
Manage Work													
• Manage projects effectively	1	2	3	4	5	6		1	2	3	4	5	6
• Pay appropriate attention to details	1	2	3	4	5	6		1	2	3	4	5	6
• Follow through on tasks	1	2	3	4	5	6		1	2	3	4	5	6
• Manage time effectively	1	2	3	4	5	6		1	2	3	4	5	6
• Impact productivity positively	1	2	3	4	5	6		1	2	3	4	5	6
• Reduce absenteeism in employee group	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease customer complaints	1	2	3	4	5	6		1	2	3	4	5	6
• Increase customer satisfaction	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease employee turnover	1	2	3	4	5	6		1	2	3	4	5	6
• Implement new ideas with employee group	1	2	3	4	5	6		1	2	3	4	5	6
• Set goals and objectives	1	2	3	4	5	6		1	2	3	4	5	6
• Increase quality of work	1	2	3	4	5	6		1	2	3	4	5	6
• Increase safety in workplace	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease employee tardiness	1	2	3	4	5	6		1	2	3	4	5	6
• Base appraisal on performance	1	2	3	4	5	6		1	2	3	4	5	6
• Place emphasis on future performance	1	2	3	4	5	6		1	2	3	4	5	6
• Prepare for meetings	1	2	3	4	5	6		1	2	3	4	5	6
• Facilitate meetings appropriately	1	2	3	4	5	6		1	2	3	4	5	6
• Participate in meetings more effectively	1	2	3	4	5	6		1	2	3	4	5	6
Core Values													
• Display honesty in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6
• Display integrity in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6
• Display stewardship in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6
• Display respect in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6

L2S Subordinate Survey

Much Better = 1   Somewhat Better = 2   No Change = 3   Somewhat Worse = 4   Much Worse = 5   Don't Know = 6

Circle one of the following answers for each question for Before L2S Program and Now which describes the extent to which your supervisor has been able to:

	Before L2S Program						Now					
Build and Maintain Relationships/Credibility												
Be approachable and receptive to others	1	2	3	4	5	6	1	2	3	4	5	6
Support and understand the needs of others	1	2	3	4	5	6	1	2	3	4	5	6
Display patience with others in difficult situations	1	2	3	4	5	6	1	2	3	4	5	6
Use ethical considerations to guide decisions	1	2	3	4	5	6	1	2	3	4	5	6
Tell the truth, not just what constituents want to hear	1	2	3	4	5	6	1	2	3	4	5	6
Be trusted to maintain confidentiality	1	2	3	4	5	6	1	2	3	4	5	6
Provide follow through on promises	1	2	3	4	5	6	1	2	3	4	5	6
Increase employee job satisfaction	1	2	3	4	5	6	1	2	3	4	5	6
Have a positive attitude toward job	1	2	3	4	5	6	1	2	3	4	5	6
Have a positive attitude toward subordinates	1	2	3	4	5	6	1	2	3	4	5	6
Have a positive attitude toward management	1	2	3	4	5	6	1	2	3	4	5	6
Provide praise to employees	1	2	3	4	5	6	1	2	3	4	5	6
Show Interest in subordinates	1	2	3	4	5	6	1	2	3	4	5	6
Communicate Effectively												
Give orders effectively	1	2	3	4	5	6	1	2	3	4	5	6
Have an effective style of communication	1	2	3	4	5	6	1	2	3	4	5	6
Speak with clarity	1	2	3	4	5	6	1	2	3	4	5	6
Use active listening skills in conversations with others	1	2	3	4	5	6	1	2	3	4	5	6
Ask good questions of others	1	2	3	4	5	6	1	2	3	4	5	6
Ensure that nonverbal message agrees with verbal message	1	2	3	4	5	6	1	2	3	4	5	6
Seek critical information from others	1	2	3	4	5	6	1	2	3	4	5	6
Share critical information with others	1	2	3	4	5	6	1	2	3	4	5	6
Communicate in ways that they can understand	1	2	3	4	5	6	1	2	3	4	5	6
Present logical and compelling arguments	1	2	3	4	5	6	1	2	3	4	5	6
Give appropriate feedback to others	1	2	3	4	5	6	1	2	3	4	5	6
Give feedback to others at the appropriate moment	1	2	3	4	5	6	1	2	3	4	5	6
Give feedback to others in the appropriate manner	1	2	3	4	5	6	1	2	3	4	5	6
Build Effective Teams/Develop Others												
Train and coach employees	1	2	3	4	5	6	1	2	3	4	5	6
Utilize groups in problem solving tasks	1	2	3	4	5	6	1	2	3	4	5	6
Negotiate effectively regarding roles and/or resources	1	2	3	4	5	6	1	2	3	4	5	6
Facilitate a climate of collaboration with team members	1	2	3	4	5	6	1	2	3	4	5	6
Be open with others about what has been learned from mistakes	1	2	3	4	5	6	1	2	3	4	5	6
Accomplish results through others	1	2	3	4	5	6	1	2	3	4	5	6
Value Differences												
Build capacity to take the perspective of another person	1	2	3	4	5	6	1	2	3	4	5	6
Leverage differences in others for the good of the organization	1	2	3	4	5	6	1	2	3	4	5	6
Understand that people may need to be managed differently	1	2	3	4	5	6	1	2	3	4	5	6
Incorporate others' talents and points of view	1	2	3	4	5	6	1	2	3	4	5	6

Much Better = 1   Somewhat Better = 2   No Change = 3   Somewhat Worse = 4   Much Worse = 5   Don't Know = 6

	Before L2S Program							Now					
Handling Conflict													
• Focus on the underlying problem, rather than the symptoms	1	2	3	4	5	6		1	2	3	4	5	6
• Show understanding for others' perspectives	1	2	3	4	5	6		1	2	3	4	5	6
• Manage emotion when coping with conflict	1	2	3	4	5	6		1	2	3	4	5	6
• Seek possible solutions, rather than placing fault and blame	1	2	3	4	5	6		1	2	3	4	5	6
• Diffuse the tension before addressing the conflict itself	1	2	3	4	5	6		1	2	3	4	5	6
• Participate in the resolution of conflict	1	2	3	4	5	6		1	2	3	4	5	6
• Conduct review to extract learning after conflict resolved	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease number of employee grievances	1	2	3	4	5	6		1	2	3	4	5	6
Make Effective Decisions													
• Seek input of others in making important decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Take calculated risks in making quick decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Delegate appropriate decisions to lower levels	1	2	3	4	5	6		1	2	3	4	5	6
• Make effective decisions in difficult situations	1	2	3	4	5	6		1	2	3	4	5	6
• Focus on understanding feedback	1	2	3	4	5	6		1	2	3	4	5	6
• Make appropriate changes in behaviors based on feedback	1	2	3	4	5	6		1	2	3	4	5	6
• Stop putting off making decisions	1	2	3	4	5	6		1	2	3	4	5	6
• Be confident in decisions made	1	2	3	4	5	6		1	2	3	4	5	6
• Evaluate results of decisions made	1	2	3	4	5	6		1	2	3	4	5	6
Manage Work													
• Manage projects effectively	1	2	3	4	5	6		1	2	3	4	5	6
• Pay appropriate attention to details	1	2	3	4	5	6		1	2	3	4	5	6
• Follow through on tasks	1	2	3	4	5	6		1	2	3	4	5	6
• Manage time effectively	1	2	3	4	5	6		1	2	3	4	5	6
• Impact productivity positively	1	2	3	4	5	6		1	2	3	4	5	6
• Reduce absenteeism in employee group	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease customer complaints	1	2	3	4	5	6		1	2	3	4	5	6
• Increase customer satisfaction	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease employee turnover	1	2	3	4	5	6		1	2	3	4	5	6
• Implement new ideas with employee group	1	2	3	4	5	6		1	2	3	4	5	6
• Set goals and objectives	1	2	3	4	5	6		1	2	3	4	5	6
• Increase quality of work	1	2	3	4	5	6		1	2	3	4	5	6
• Increase safety in workplace	1	2	3	4	5	6		1	2	3	4	5	6
• Decrease employee tardiness	1	2	3	4	5	6		1	2	3	4	5	6
• Base appraisal on performance	1	2	3	4	5	6		1	2	3	4	5	6
• Place emphasis on future performance	1	2	3	4	5	6		1	2	3	4	5	6
• Prepare for meetings	1	2	3	4	5	6		1	2	3	4	5	6
• Facilitate meetings appropriately	1	2	3	4	5	6		1	2	3	4	5	6
• Participate in meetings more effectively	1	2	3	4	5	6		1	2	3	4	5	6
Core Values													
• Display honesty in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6
• Display integrity in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6
• Display stewardship in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6
• Display respect in work and professional relationships	1	2	3	4	5	6		1	2	3	4	5	6

Survey by Participants
Feedback Before L2S Program
(Actual Numbers)

Circle one of the following answers for each question which describes the extent before the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	1	4	9	0	2	0	16
Support and understand the needs of others	0	6	7	2	1	0	16
Display patience in difficult situations	1	4	8	1	2	0	16
Use ethical considerations to guide decisions	3	5	6	0	2	0	16
Tell the truth, not what constituents want to hear	5	5	4	0	2	0	16
Be trusted to maintain confidentiality	1	7	6	0	0	1	15
Provide follow through on promises	3	3	6	2	0	1	15
Increase employee job satisfaction	1	3	6	3	0	2	15
Have a positive attitude toward job	2	5	5	0	3	0	15
Have a positive attitude toward subordinates	2	6	5	0	2	0	15
Have a positive attitude toward management	1	4	6	1	3	0	15
Provide praise to employees	2	6	5	0	0	2	15
Show interest in subordinates	2	7	4	0	1	1	15
Communicate Effectively							
Give orders effectively	1	6	5	2	1	0	15
Have an effective style of communication	1	4	6	2	2	0	15
Speak with clarity	1	1	9	3	1	0	15
Use active listening skills in conversations with others	1	3	8	1	1	1	15
Ask good questions of others	0	2	11	0	2	0	15
Ensure that nonverbal message agrees with verbal message	0	5	7	1	2	0	15
Seek critical information from others	1	4	7	1	2	0	15
Share critical information with others	3	1	9	0	0	2	15
Communicate in ways that they can understand	2	3	6	3	1	0	15
Present logical and compelling arguments	0	3	10	0	2	0	15
Give appropriate feedback to others	0	2	9	2	2	0	15
Give feedback to others at the appropriate moment	0	2	9	0	2	2	15
Give feedback to others in the appropriate manner	1	2	9	0	2	1	15
Build Effective Teams/Develop Others							
Train and coach employees	1	6	5	1	0	2	15
Utilize groups in problem solving tasks	1	4	8	1	1	0	15
Negotiate effectively regarding roles and/or resources	0	2	10	1	2	0	15
Facilitate a climate of collaboration with team members	1	6	5	2	0	1	15
Be open with others about what has been learned from mistakes	0	5	7	2	1	0	15
Accomplish results through others	1	5	6	1	1	1	15
Value Differences							
Build capacity to take the perspective of another person	0	3	8	3	1	0	15
Leverage differences in others for the good of the organization	0	4	7	2	1	1	15
Understand that people may need to be managed differently	2	5	5	1	1	1	15
Incorporate others' talents and points of view	7	5	0	1	1	1	15
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	0	5	7	1	1	0	14
Show understanding for others' perspectives	1	4	7	0	2	0	14
Manage emotion when coping with conflict	2	2	8	0	2	0	14
Seek possible solutions, rather than placing fault and blame	1	4	6	1	2	0	14
Diffuse the tension before addressing the conflict itself	1	4	6	1	1	1	14
Participate in the resolution of conflict	1	4	7	0	2	0	14
Conduct review to extract learning after conflict resolved	1	1	9	2	0	1	14
Decrease number of employee grievances	0	3	9	2	0	0	14
Make Effective Decisions							
Seek input of others in making important decisions	0	5	7	0	1	1	14
Take calculated risks in making quick decisions	0	3	8	1	2	0	14
Delegate appropriate decisions to lower levels	0	2	9	2	0	1	14
Make effective decisions in difficult situations	0	6	7	0	0	1	14
Focus on understanding feedback	0	4	7	2	1	0	14
Make appropriate changes in behaviors based on feedback	0	2	10	1	0	1	14

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Stop putting off making decisions	1	2	10	0	1	0	14
Be confident in decisions made	1	2	8	2	0	1	14
Evaluate results of decisions made	1	2	7	2	1	1	14
Manage Work							
Manage projects effectively	1	3	7	2	0	1	14
Pay appropriate attention to details	1	4	5	2	1	1	14
Follow through on tasks	2	2	8	1	1	0	14
Manage time effectively	2	4	5	1	1	1	14
Impact productivity positively	2	4	6	1	1	0	14
Reduce absenteeism in employee group	1	2	8	1	2	0	14
Decrease customer complaints	1	1	8	1	1	2	14
Increase customer satisfaction	1	2	7	1	1	2	14
Decrease employee turnover	2	1	8	1	0	2	14
Implement new ideas with employee group	0	2	9	1	1	1	14
Set goals and objectives	0	5	6	1	1	1	14
Increase quality of work	0	5	6	1	1	1	14
Increase safety in workplace	1	3	7	1	1	1	14
Decrease employee tardiness	1	4	7	0	1	1	14
Base appraisal on performance	1	4	6	2	1	0	14
Place emphasis on future performance	1	4	7	0	2	0	14
Prepare for meetings	1	4	6	0	3	0	14
Facilitate meetings appropriately	2	2	7	0	3	0	14
Participate in meetings more effectively	0	3	8	0	2	1	14
Core Values							
Display honesty in work and professional relationships	4	3	4	0	1	1	13
Display integrity in work and professional relationships	4	2	5	0	1	1	13
Display stewardship in work and professional relationships	2	4	5	0	1	1	13
Display respect in work and professional relationships	3	3	5	0	1	1	13

Circle one of the following answers for each question which describes the extent before the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	6%	25%	56%	0%	13%	0%	100%
Support and understand the needs of others	0%	38%	44%	13%	6%	0%	101%
Display patience with others in difficult situations	6%	25%	50%	6%	13%	0%	100%
Use ethical considerations to guide decisions	19%	31%	38%	0%	13%	0%	101%
Tell the truth, not just what the constituents want to hear	31%	31%	25%	0%	13%	0%	100%
Be trusted to maintain confidentiality	7%	47%	40%	0%	0%	7%	101%
Provide follow through on promises	20%	20%	40%	13%	0%	7%	100%
Increase employee job satisfaction	7%	20%	40%	20%	0%	13%	100%
Have a positive attitude toward job	13%	33%	33%	0%	20%	0%	99%
Have a positive attitude toward subordinates	13%	40%	33%	0%	13%	0%	99%
Have a positive attitude toward management	7%	27%	40%	7%	20%	0%	101%
Provide praise to employees	13%	40%	33%	0%	0%	13%	99%
Show interest in subordinates	13%	47%	27%	0%	7%	7%	101%
Communicate Effectively							
Give orders effectively	7%	40%	33%	13%	7%	0%	100%
Have an effective style of communication	7%	27%	40%	13%	13%	0%	100%
Speak with clarity	7%	7%	60%	20%	7%	0%	101%
Use active listening skills in conversation with others	7%	20%	53%	7%	7%	7%	101%
Ask good questions of others	0%	13%	73%	0%	13%	0%	99%
Ensure that nonverbal message agrees with verbal message	0%	33%	47%	7%	13%	0%	100%
Seek critical information from others	7%	27%	47%	7%	13%	0%	101%
Share critical information with others	20%	7%	60%	0%	0%	13%	100%
Communicate in ways that they can understand	13%	20%	40%	20%	7%	0%	100%
Present logical and compelling arguments	0%	20%	67%	0%	13%	0%	100%
Give appropriate feedback to others	0%	13%	60%	13%	13%	0%	99%
Give feedback to others at the appropriate moment	0%	13%	60%	13%	13%	0%	99%
Give feedback to others in the appropriate manner	7%	13%	60%	0%	13%	7%	100%
Build Effective Teams/Develop Others							
Train and coach employees	7%	40%	33%	7%	0%	13%	100%
Utilize groups in problem solving tasks	7%	27%	53%	7%	7%	0%	101%
Negotiate effectively regarding roles and/or resources	0%	13%	67%	7%	13%	0%	100%
Facilitate a climate of collaboration with team members	7%	40%	33%	13%	0%	7%	100%
Be open with others about what has been learned from	0%	33%	47%	13%	7%	0%	100%
Accomplish results through others	7%	33%	40%	7%	7%	7%	101%
Value Differences							
Build capacity to take the perspective of another person	0%	20%	53%	20%	7%	0%	100%
Leverage differences in others for the good of the organization	0%	27%	47%	13%	7%	7%	101%
Understand that people may need to be managed	13%	33%	33%	7%	7%	7%	100%
Incorporate others' talents and points of view	47%	33%	0%	7%	7%	7%	101%
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	0%	36%	50%	7%	7%	0%	100%
Show understanding for others' perspectives	7%	29%	50%	0%	14%	0%	100%
Manage emotion when coping with conflict	14%	14%	57%	0%	14%	0%	99%
Seek possible solutions, rather than placing fault and blame	14%	14%	50%	7%	14%	0%	99%
Diffuse the tension before addressing the conflict itself	7%	29%	43%	7%	7%	7%	100%
Participate in the resolution of conflict	7%	29%	50%	0%	14%	0%	100%
Conduct review to extract learning after conflict resolved	7%	7%	64%	14%	0%	7%	99%
Decrease number of employee grievances	0%	21%	64%	14%	0%	0%	99%
Make Effective Decisions							
Seek input of others in making important decisions	0%	36%	50%	0%	7%	7%	100%
Take calculated risks in making quick decisions	0%	21%	57%	7%	14%	0%	99%
Delegate appropriate decisions to lower levels	0%	14%	64%	14%	0%	7%	99%
Make effective decisions in difficult decisions	0%	43%	50%	0%	0%	7%	100%
Focus on understanding feedback	0%	29%	50%	14%	7%	0%	100%
Make appropriate changes in behaviors based on feedback	0%	14%	71%	7%	0%	7%	99%

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Stop putting off making decisions	7%	14%	71%	0%	7%	0%	99%
Be confident in decisions made	7%	14%	57%	14%	0%	7%	99%
Evaluate results of decisions made	7%	14%	50%	14%	7%	7%	99%
Manage Work							
Manage projects effectively	7%	21%	50%	14%	7%	0%	99%
Pay appropriate attention to details	7%	28%	36%	14%	7%	7%	99%
Follow through on tasks	7%	29%	35%	14%	7%	7%	99%
Manage time effectively	14%	29%	36%	7%	7%	7%	100%
Impact productivity positively	14%	29%	43%	7%	7%	0%	100%
Reduce absenteeism in employee group	7%	14%	57%	7%	0%	14%	99%
Decrease customer complaints	7%	7%	57%	7%	7%	14%	99%
Increase customer satisfaction	7%	14%	50%	7%	7%	14%	99%
Decrease employee turnover	14%	7%	57%	7%	0%	14%	99%
Implement new ideas with employee group	0%	14%	64%	7%	7%	7%	99%
Set goals and objectives	0%	36%	43%	7%	7%	7%	100%
Increase quality of work	0%	36%	43%	7%	7%	7%	100%
Increase safety in workplace	7%	21%	50%	7%	7%	7%	99%
Decrease employee tardiness	7%	29%	50%	0%	7%	7%	100%
Base appraisal on performance	7%	29%	43%	14%	7%		100%
Place emphasis on future performance	7%	29%	50%	0%	14%	0%	100%
Prepare for meetings	7%	29%	43%	0%	21%	0%	100%
Facilitate meetings appropriately	14%	14%	50%	0%	21%	0%	99%
Participate in meetings more effectively	0%	21%	57%	0%	14%	7%	99%
Core Values							
Display honesty in work and professional relationships	31%	23%	31%	0%	8%	8%	101%
Display integrity in work and professional relationships	31%	15%	38%		8%	8%	100%
Display stewardship in work and professional relationships	15%	31%	38%	0%	8%	8%	100%
Display respect in work and professional relationships	23%	23%	38%	0%	8%	8%	100%

Circle one of the following answers for each question which describes the extent after the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	4	5	6	0	1	0	16
Support and understand the needs of others	3	8	4	0	1	0	16
Display patience with others in difficult situations	4	7	4	0	0	1	16
Use ethical considerations to guide decisions	3	8	4	0	0	1	16
Tell the truth, not just what constituents want to hear	4	5	6	0	1	0	16
Be trusted to maintain confidentiality	5	3	7	1	0	0	16
Provide follow through on promises	4	4	7	0	1	0	16
Increase employee job satisfaction	3	5	7	0	1	0	16
Have a positive attitude toward job	3	4	7	0	2	0	16
Have a positive attitude toward subordinates	5	4	5	0	1	1	16
Have a positive attitude toward management	3	6	5	0	1	1	16
Provide praise to employees	5	5	5	0	0	1	16
Show interest in subordinates	4	5	6	0	0	1	16
Communicate Effectively							
Give orders effectively	4	5	6	0	0	1	16
Have an effective style of communication	4	5	6	0	0	1	16
Speak with clarity	4	6	5	0	1	0	16
Use active listening skills in conversations with others	4	7	4	0	0	1	16
Ask good questions of others	3	8	4	0	1	0	16
Ensure that nonverbal message agrees with verbal message	2	6	7	0	0	1	16
Seek critical information from others	5	7	3	0	1	0	16
Share critical information with others	5	3	7	0	0	1	16
Communicate in ways that they can understand	4	6	5	0	1	0	16
Present logical and compelling arguments	3	7	5	0	0	1	16
Give appropriate feedback to others	3	7	5	0	1	0	16
Give feedback to others at the appropriate moment	2	7	6	0	0	1	16
Give feedback to others in the appropriate manner	3	9	3	0	1	0	16
Build Effective Teams/Develop Others							
Train and coach employees	5	4	5	0	1	1	16
Utilize groups in problem solving tasks	3	6	6	0	1	0	16
Negotiate effectively regarding roles and/or resources	3	5	7	0	0	1	16
Facilitate a climate of collaboration with team members	4	5	6	0	1	0	16
Be open with others about what has been learned from mistakes	4	7	4	0	0	1	16
Accomplish results through others	3	7	5	0	1	0	16
Value Differences							
Build capacity to take the perspective of another person	2	7	6	0	1	0	16
Leverage differences in others for the good of the organization	5	2	8	0	0	1	16
Understand that people may need to be managed differently	5	7	3	0	0	1	16
Incorporate others' talents and points of view	4	7	4	0	1	0	16
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	2	8	4	0	0	1	15
Show understanding for others' perspectives	2	8	4	0	0	1	15
Manage emotion when coping with conflict	3	5	6	0	1	0	15
Seek possible solutions, rather than placing fault and blame	4	5	5	0	1	0	15
Diffuse the tension before addressing the conflict itself	3	7	4	0	0	1	15
Participate in the resolution of conflict	5	4	5	0	0	1	15
Conduct review to extract learning after conflict resolved	4	7	3	0	0	1	15
Decrease number of employee grievances	0	4	8	0	2	1	15
Make Effective Decisions							
Seek input of others in making important decisions	6	4	4	0	0	1	15
Take calculated risks in making quick decisions	5	5	4	0	0	1	15
Delegate appropriate decisions to lower levels	3	7	3	1	0	1	15
Make effective decisions in difficult situations	4	3	7	0	0	1	15
Focus on understanding feedback	3	5	6	0	1	0	15

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Make appropriate changes in behaviors based on feedback	2	5	6	0	0	2	15
Stop putting off making decisions	3	3	8	0	1	0	15
Be confident in decisions made	3	7	4	0	0	1	15
Evaluate results of decisions made	3	6	5	0	0	1	15
Manage Work							
Manage projects effectively	4	5	5	0	0	1	15
Pay appropriate attention to details	4	3	7	0	0	1	15
Follow through on tasks	3	5	6	0	1	0	15
Manage time effectively	3	5	6	0	1	0	15
Impact productivity positively	3	5	6	0	1	0	15
Reduce absenteeism in employee group	3	2	8	0	1	1	15
Decrease customer complaints	4	3	6	0	0	2	15
Increase customer satisfaction	4	4	5	0	0	2	15
Decrease employee turnover	3	2	8	0	1	1	15
Implement new ideas with employee group	3	6	5	0	1	0	15
Set goals and objectives	4	6	4	0	1	0	15
Increase quality of work	6	3	5	0	1	0	15
Increase safety in workplace	3	3	8	0	0	1	15
Decrease employee tardiness	5	4	4	1	1	0	15
Base appraisal on performance	3	8	3	0	1	0	15
Place emphasis on future performance	1	5	7	0	0	2	15
Prepare for meetings	5	5	4	0	1	0	15
Facilitate meetings appropriately	3	6	4	1	1	0	15
Participate in meetings more effectively	5	3	5	1	1	0	15
Core Values							
Display honesty in work and professional relationships	6	1	6	1	0	0	14
Display integrity in work and professional relationships	4	1	8	0	0	1	14
Display stewardship in work and professional relationships	4	1	8	0	1	0	14
Display respect in work and professional relationships	4	1	8	0	0	1	14

Survey by Participants
Feedback After L2S Program
(Percentages)

Circle one of the following answers for each question which describes the extent after the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	25%	31%	38%	0%	6%	0%	100%
Support and understand the needs of others	19%	50%	25%	0%	6%	0%	100%
Display patience with others in difficult situations	25%	44%	25%	0%	0%	6%	100%
Use ethical considerations to guide decisions	19%	50%	25%	0%	0%	6%	100%
Tell the truth, not just what the constituents want to hear	25%	31%	38%	0%	6%	0%	100%
Be trusted to maintain confidentiality	31%	19%	44%	6%	0%	0%	100%
Provide follow through on promises	25%	25%	44%	0%	0%	6%	100%
Increase employee job satisfaction	19%	31%	44%	0%	0%	6%	100%
Have a positive attitude toward job	19%	25%	44%	0%	0%	13%	101%
Have a positive attitude toward subordinates	31%	25%	31%	0%	6%	6%	99%
Have a positive attitude toward management	19%	38%	31%	0%	6%	6%	100%
Provide praise to employees	31%	31%	31%	0%	1%	6%	100%
Show interest in subordinates	25%	31%	38%	0%	0%	6%	100%
Communicate Effectively							
Give orders effectively	25%	31%	38%	0%	6%	0%	100%
Have an effective style of communication	25%	31%	38%	0%	6%	0%	100%
Speak with clarity	25%	38%	31%	0%	6%	0%	100%
Use active listening skills in conversation with others	25%	44%	25%	0%	6%	0%	100%
Ask good questions of others	19%	50%	25%	0%	6%	0%	100%
Ensure that nonverbal message agrees with verbal message	13%	38%	44%	0%	0%	6%	101%
Seek critical information from others	31%	44%	19%	0%	6%	0%	100%
Share critical information with others	31%	19%	44%	0%	6%	0%	100%
Communicate in ways that they can understand	25%	38%	31%	0%	6%	0%	100%
Present logical and compelling arguments	19%	44%	31%	0%	0%	6%	100%
Give appropriate feedback to others	19%	44%	31%	0%	6%	0%	100%
Give feedback to others at the appropriate moment	13%	44%	38%	0%	0%	6%	101%
Give feedback to others in the appropriate manner	19%	56%	19%	0%	6%	0%	100%
Build Effective Teams/Develop Others							
Train and coach employees	31%	25%	31%	0%	6%	6%	99%
Utilize groups in problem solving tasks	19%	38%	38%	0%	6%	0%	101%
Negotiate effectively regarding roles and/or resources	19%	31%	44%	0%	0%	6%	100%
Facilitate a climate of collaboration with team members	25%	31%	38%	0%	6%	0%	100%
Be open with others about what has been learned from mistakes	25%	44%	25%	0%	0%	6%	100%
Accomplish results through others	19%	44%	31%	0%	6%	0%	100%
Value Differences							
Build capacity to take the perspective of another person	13%	44%	38%	0%	6%	0%	101%
Leverage differences in others for the good of the organization	31%	13%	50%	0%	0%	6%	100%
Understand that people may need to be managed	31%	44%	19%	0%	0%	6%	100%
Incorporate others' talents and points of view	25%	44%	25%	0%	6%	0%	100%
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	13%	53%	27%	0%	0%	7%	100%
Show understanding for others' perspectives	13%	53%	27%	0%	0%	7%	100%
Manage emotion when coping with conflict	20%	33%	40%	0%	7%	0%	100%
Seek possible solutions, rather than placing fault and blame	27%	33%	33%	0%	7%	0%	100%
Diffuse the tension before addressing the conflict itself	20%	47%	27%	0%	0%	7%	101%
Participate in the resolution of conflict	33%	27%	33%	0%	0%	7%	100%
Conduct review to extract learning after conflict resolved	27%	47%	20%	0%	0%	7%	101%
Decrease number of employee grievances	33%	20%	27%	0%	13%	7%	100%
Make Effective Decisions							
Seek input of others in making important decisions	40%	27%	27%	0%	0%	7%	101%
Take calculated risks in making quick decisions	33%	33%	27%	0%	0%	7%	100%
Delegate appropriate decisions to lower levels	20%	47%	20%	7%	0%	7%	101%
Make effective decisions in difficult decisions	27%	20%	47%	0%	0%	7%	101%
Focus on understanding feedback	20%	33%	40%	0%	7%	0%	100%

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Make appropriate changes in behaviors based on feedback	13%	33%	40%	0%	0%	14%	100%
Stop putting off making decisions	20%	20%	53%	0%	7%	0%	100%
Be confident in decisions made	20%	47%	27%	0%	0%	7%	101%
Evaluate results of decisions made	20%	40%	33%	0%	0%	7%	100%
Manage Work							
Manage projects effectively	27%	33%	33%	0%	0%	7%	100%
Pay appropriate attention to details	27%	20%	47%	0%		7%	101%
Follow through on tasks	20%	33%	40%	0%	7%	0%	100%
Manage time effectively	20%	33%	40%	0%	7%	0%	100%
Impact productivity positively	20%	33%	40%	0%	7%	0%	100%
Reduce absenteeism in employee group	20%	14%	53%	0%	7%	7%	101%
Decrease customer complaints	27%	20%	40%	0%		14%	101%
Increase customer satisfaction	27%	27%	33%	0%		14%	101%
Decrease employee turnover	20%	14%	53%	0%	7%	7%	101%
Implement new ideas with employee group	20%	40%	33%	0%	7%	0%	100%
Set goals and objectives	27%	40%	27%	0%	7%	0%	101%
Increase quality of work	40%	20%	33%	0%	7%	0%	100%
Increase safety in workplace	20%	20%	53%	0%		7%	100%
Decrease employee tardiness	33%	27%	27%	7%	7%	0%	101%
Base appraisal on performance	20%	53%	20%	0%	7%	0%	100%
Place emphasis on future performance	7%	33%	47%	0%	0%	14%	101%
Prepare for meetings	33%	33%	27%	0%	7%	0%	100%
Facilitate meetings appropriately	20%	40%	27%	7%	7%	0%	101%
Participate in meetings more effectively	33%	20%	33%	7%	7%	0%	100%
Core Values							
Display honesty in work and professional relationships	43%	7%	43%	7%	0%	0%	100%
Display integrity in work and professional relationships	29%	7%	57%	0%	0%	7%	100%
Display stewardship in work and professional relationships	29%	7%	57%	0%	7%	0%	100%
Display respect in work and professional relationships	29%	7%	57%	0%	0%	7%	100%

Survey by Managers
Feedback Before L2S Program
(Actual Numbers)

Circle one of the following answers for each question which describes the extent before the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	2	7	17	2	2	2	32
Support and understand the needs of others	0	11	14	4	1	2	32
Display patience with others in difficult situations	1	7	17	3	1	2	31
Use ethical considerations to guide decisions	1	13	10	4	2	2	32
Tell the truth, not just what constituents want to hear	2	9	11	5	3	2	32
Be trusted to maintain confidentiality	3	8	13	4	1	3	32
Provide follow through on promises	2	8	15	4	0	3	32
Increase employee job satisfaction	0	12	10	5	0	3	30
Have a positive attitude toward job	0	10	12	6	0	4	32
Have a positive attitude toward subordinates	2	7	14	3	3	3	32
Have a positive attitude toward management	1	10	12	4	3	2	32
Provide praise to employees	1	7	13	4	4	3	32
Show interest in subordinates	1	8	15	2	2	3	31
Communicate Effectively							
Give orders effectively	1	6	15	6	2	1	31
Have an effective style of communication	1	7	13	6	4	0	31
Speak with clarity	2	9	14	3	3	1	32
Use active listening skills in conversations with others	1	11	11	7	1	1	32
Ask good questions of others	1	10	13	5	1	2	32
Ensure that nonverbal message agrees with verbal message	0	9	15	5	2	1	32
Seek critical information from others	1	9	12	8	0	1	31
Share critical information with others	1	10	11	6	3	1	32
Communicate in ways that they can understand	1	10	14	4	1	2	32
Present logical and compelling arguments	0	10	14	4	2	2	32
Give appropriate feedback to others	0	10	12	6	2	2	32
Give feedback to others at the appropriate moment	0	10	14	4	2	2	32
Give feedback to others in the appropriate manner	1	9	12	6	1	3	32
Build Effective Teams/Develop Others							
Train and coach employees	1	8	15	5	2	1	32
Utilize groups in problem solving tasks	0	10	16	3	2	1	32
Negotiate effectively regarding roles and/or resources	1	6	15	5	2	2	31
Facilitate a climate of collaboration with team members	1	7	14	7	1	2	32
Be open with others about what has been learned from mistakes	1	7	15	3	2	1	29
Accomplish results through others	0	7	12	8	3	1	31
Value Differences							
Build capacity to take the perspective of another person	0	6	17	6	1	1	31
Leverage differences in others for the good of the organization	0	7	16	3	1	3	30
Understand that people may need to be managed differently	0	10	14	6	0	1	31
Incorporate others' talents and points of view	1	7	15	6	0	2	31
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	1	6	11	8	3	1	30
Show understanding for others' perspectives	0	8	13	6	2	1	30
Manage emotion when coping with conflict	2	4	16	3	4	1	30
Seek possible solutions, rather than placing fault and blame	2	3	16	6	1	1	29
Diffuse the tension before addressing the conflict itself	1	6	14	6	2	2	31
Participate in the resolution of conflict	1	7	14	4	2	3	31
Conduct review to extract learning after conflict resolved	0	6	15	4	0	5	30
Decrease number of employee grievances	0	6	16	5	0	3	30
Make Effective Decisions							
Seek input of others in making important decisions	1	6	10	8	3	1	29
Take calculated risks in making quick decisions	1	6	11	10	1	1	30
Delegate appropriate decisions to lower levels	0	7	14	6	2	1	30
Make effective decisions in difficult situations	1	9	12	4	3	1	30
Focus on understanding feedback	1	4	15	6	1	2	29

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	
Make appropriate changes in behaviors based on feedback	0	8	14	5	1	2	30
Stop putting off making decisions	1	6	16	3	3	1	30
Be confident in decisions made	1	8	14	2	4	0	29
Evaluate results of decisions made	0	8	17	3	2	0	30
Manage Work							
Manage projects effectively	1	10	10	6	1	2	30
Pay appropriate attention to details	1	8	11	6	1	1	28
Follow through on tasks	2	8	14	4	0	1	29
Manage time effectively	1	7	13	7	2	1	31
Impact productivity positively	2	7	12	7	2	0	30
Reduce absenteeism in employee group	1	6	10	4	0	9	30
Decrease customer complaints	0	7	11	6	1	5	30
Increase customer satisfaction	1	7	12	3	1	5	29
Decrease employee turnover	0	7	10	3	1	8	29
Implement new ideas with employee group	0	8	13	6	1	2	30
Set goals and objectives	1	8	12	4	1	2	28
Increase quality of work	1	6	16	2	3	1	29
Increase safety in workplace	0	9	15	1	4	0	29
Decrease employee tardiness	0	6	13	2	2	5	28
Base appraisal on performance	0	10	10	3	2	5	30
Place emphasis on future performance	0	11	14	1	1	2	29
Prepare for meetings	1	8	16	3	0	2	30
Facilitate meetings appropriately	1	8	13	3	0	4	29
Participate in meetings more effectively	1	7	15	6	1	0	30
Core Values							
Display honesty in work and professional relationships	4	12	8	3	2	1	30
Display integrity in work and professional relationships	5	11	8	3	1	2	30
Display stewardship in work and professional relationships	5	10	9	3	1	2	30
Display respect in work and professional relationships	6	9	9	4	1	1	30

Survey by Managers
Feedback Before L2S Program
(Percentages)

Circle one of the following answers for each question which describes the extent before the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	6%	22%	53%	6%	6%	6%	99%
Support and understand the needs of others	0%	34%	44%	13%	3%	6%	100%
Display patience with others in difficult situations	3%	23%	55%	10%	3%	6%	100%
Use ethical considerations to guide decisions	3%	41%	31%	13%	6%	6%	100%
Tell the truth, not just what the constituents want to hear	6%	28%	34%	16%	9%	6%	99%
Be trusted to maintain confidentiality	9%	25%	41%	13%	3%	9%	100%
Provide follow through on promises	6%	25%	47%	13%	0%	9%	100%
Increase employee job satisfaction	0%	40%	33%	17%	0%	10%	100%
Have a positive attitude toward job	0%	31%	38%	19%	0%	13%	101%
Have a positive attitude toward subordinates	6%	22%	44%	9%	9%	9%	99%
Have a positive attitude toward management	3%	31%	38%	13%	9%	6%	100%
Provide praise to employees	3%	22%	41%	13%	13%	9%	101%
Show interest in subordinates	3%	26%	48%	6%	6%	9%	98%
Communicate Effectively							
Give orders effectively	3%	19%	48%	19%	6%	3%	98%
Have an effective style of communication	3%	23%	42%	19%	13%	0%	100%
Speak with clarity	6%	28%	44%	9%	9%	3%	99%
Use active listening skills in conversation with others	3%	34%	34%	22%	3%	3%	99%
Ask good questions of others	3%	31%	40%	16%	3%	6%	99%
Ensure that nonverbal message agrees with verbal message	0%	28%	47%	16%	6%	3%	100%
Seek critical information from others	3%	29%	39%	26%	0%	3%	100%
Share critical information with others	3%	31%	34%	19%	9%	3%	99%
Communicate in ways that they can understand	3%	31%	44%	13%	3%	6%	100%
Present logical and compelling arguments	0%	31%	44%	13%	6%	6%	100%
Give appropriate feedback to others	0%	31%	38%	19%	6%	6%	100%
Give feedback to others at the appropriate moment	0%	31%	44%	13%	6%	6%	100%
Give feedback to others in the appropriate manner	3%	29%	39%	16%	3%	10%	100%
Build Effective Teams/Develop Others							
Train and coach employees	3%	26%	48%	16%	3%	3%	99%
Utilize groups in problem solving tasks	0%	32%	52%	10%	3%	3%	100%
Negotiate effectively regarding roles and/or resources	3%	19%	50%	16%	3%	6%	97%
Facilitate a climate of collaboration with team members	3%	23%	45%	23%	0%	6%	100%
Be open with others about what has been learned from mistakes	4%	25%	54%	10%	4%	4%	101%
Accomplish results through others	0%	23%	39%	26%	10%	3%	101%
Value Differences							
Build capacity to take the perspective of another person	0%	19%	55%	19%	3%	3%	99%
Leverage differences in others for the good of the organization	0%	23%	53%	10%	3%	10%	99%
Understand that people may need to be managed	0%	32%	47%	19%	0%	3%	101%
Incorporate others' talents and points of view	3%	23%	48%	19%	0%	6%	99%
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	3%	20%	37%	27%	10%	3%	100%
Show understanding for others' perspectives	0%	27%	43%	20%	7%	3%	100%
Manage emotion when coping with conflict	7%	13%	53%	10%	13%	3%	99%
Seek possible solutions, rather than placing fault and blame	7%	10%	55%	21%	3%	3%	99%
Diffuse the tension before addressing the conflict itself	3%	19%	45%	19%	6%	6%	98%
Participate in the resolution of conflict	3%	23%	45%	13%	6%	10%	100%
Conduct review to extract learning after conflict resolved	0%	20%	50%	13%	0%	17%	100%
Decrease number of employee grievances	0%	20%	53%	17%	0%	10%	100%
Make Effective Decisions							
Seek input of others in making important decisions	4%	21%	34%	28%	10%	3%	100%
Take calculated risks in making quick decisions	3%	20%	37%	33%	3%	3%	99%
Delegate appropriate decisions to lower levels	0%	23%	47%	20%	7%	3%	100%
Make effective decisions in difficult decisions	3%	30%	40%	13%	10%	3%	99%
Focus on understanding feedback	3%	14%	52%	21%	3%	7%	100%
Make appropriate changes in behaviors based on feedback	0%	27%	47%	17%	3%	7%	101%

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	
Stop putting off making decisions	3%	20%	53%	10%	10%	3%	99%
Be confident in decisions made	3%	28%	48%	7%	14%	0%	100%
Evaluate results of decisions made	0%	27%	57%	10%	7%	0%	101%
Manage Work							
Manage projects effectively	3%	33%	33%	20%	3%	7%	99%
Pay appropriate attention to details	4%	29%	39%	21%	4%	4%	101%
Follow through on tasks	7%	28%	48%	14%	0%	3%	100%
Manage time effectively	3%	23%	43%	23%	7%	0%	99%
Impact productivity positively	7%	23%	40%	23%	7%	0%	100%
Reduce absenteeism in employee group	3%	20%	33%	13%	0%	30%	99%
Decrease customer complaints	0%	23%	38%	20%	3%	17%	101%
Increase customer satisfaction	3%	24%	41%	10%	3%	17%	98%
Decrease employee turnover	0%	24%	34%	10%	3%	29%	100%
Implement new ideas with employee group	0%	27%	43%	20%	3%	7%	100%
Set goals and objectives	4%	29%	43%	14%	4%	4%	98%
Increase quality of work	3%	21%	55%	7%	10%	3%	99%
Increase safety in workplace	0%	31%	51%	3%	14%	0%	99%
Decrease employee tardiness	0%	21%	46%	7%	7%	18%	99%
Base appraisal on performance	0%	33%	33%	10%	7%	17%	100%
Place emphasis on future performance	0%	38%	48%	3%	3%	7%	99%
Prepare for meetings	3%	27%	53%	10%	0%	7%	100%
Facilitate meetings appropriately	3%	28%	45%	10%	0%	14%	100%
Participate in meetings more effectively	3%	23%	50%	20%	3%	0%	99%
Core Values							
Display honesty in work and professional relationships	13%	40%	27%	10%	7%	3%	100%
Display integrity in work and professional relationships	17%	37%	27%	10%	3%	7%	101%
Display stewardship in work and professional relationships	17%	30%	31%	10%	3%	7%	98%
Display respect in work and professional relationships	20%	31%	31%	13%	3%	3%	101%

Survey by Managers
Feedback After L2S Program
(Actual Numbers)

Circle one of the following answers for each question which describes the extent after the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	3	13	13	0	1	1	31
Support and understand the needs of others	5	11	12	0	0	1	29
Display patience with others in difficult situations	3	14	10	0	2	0	29
Use ethical considerations to guide decisions	4	12	10	0	1	2	29
Tell the truth, not just what the constituents want to hear	5	10	11	0	1	2	29
Be trusted to maintain confidentiality	3	12	9	0	0	4	28
Provide follow through on promises	2	14	9	1	1	2	29
Increase employee job satisfaction	4	15	6	1	2	1	29
Have a positive attitude toward job	4	14	7	1	1	1	28
Have a positive attitude toward subordinates	5	14	7	0	2	2	30
Have a positive attitude toward management	4	11	12	1	0	2	30
Provide praise to employees	3	12	11	0	1	3	30
Show interest in subordinates	3	13	9	0	2	2	29
Communicate Effectively							
Give orders effectively	4	12	10	1	0	2	29
Have an effective style of communication	2	15	9	0	2	1	29
Speak with clarity	3	10	13	0	1	2	29
Use active listening skills in conversation with others	3	15	7	1	0	3	29
Ask good questions of others	2	15	7	0	3	2	29
Ensure that nonverbal message agrees with verbal message	1	12	12	1	1	2	29
Seek critical information from others	4	13	8	2	1	1	29
Share critical information with others	2	12	10	1	2	2	29
Communicate in ways that they can understand	3	13	9	0	3	1	29
Present logical and compelling arguments	3	13	10	0	2	2	30
Give appropriate feedback to others	1	13	9	0	1	4	28
Give feedback to others at the appropriate moment	2	12	10	0	3	2	29
Give feedback to others in the appropriate manner	3	12	8	0	3	2	28
Build Effective Teams/Develop Others							
Train and coach employees	3	16	5	2	1	2	29
Utilize groups in problem solving tasks	2	14	10	1	1	1	29
Negotiate effectively regarding roles and/or resources	2	10	11	1	1	4	29
Facilitate a climate of collaboration with team members	2	11	11	2	2	1	29
Be open with others about what has been learned from mistakes	2	15	8	1	1	1	28
Accomplish results through others	1	16	7	0	1	3	28
Value Differences							
Build capacity to take the perspective of another person	2	16	7	1	1	2	29
Leverage differences in others for the good of the organization	2	12	10	0	2	3	29
Understand that people may need to be managed	3	17	7	0	1	1	29
Incorporate others' talents and points of view	3	16	6	1	1	2	29
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	2	11	11	0	2	2	28
Show understanding for others' perspectives	3	15	6	0	3	0	27
Manage emotion when coping with conflict	1	12	11	0	3	1	28
Seek possible solutions, rather than placing fault and blame	2	11	12	1	1	1	28
Diffuse the tension before addressing the conflict itself	4	9	10	1	2	2	28
Participate in the resolution of conflict	4	9	10	1	1	3	28
Conduct review to extract learning after conflict resolved	1	8	8	1	1	4	23
Decrease number of employee grievances	1	13	7	1	2	3	27
Make Effective Decisions							
Seek input of others in making important decisions	4	12	7	0	2	2	27
Take calculated risks in making quick decisions	2	12	10	1	2	1	28
Delegate appropriate decisions to lower levels	1	14	8	0	2	2	27
Make effective decisions in difficult decisions	2	13	8	0	1	3	27
Focus on understanding feedback	1	14	8	1	2	1	27

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Make appropriate changes in behaviors based on feedback	3	12	8	1	2	1	27
Stop putting off making decisions	2	12	8	0	2	2	26
Be confident in decisions made	3	14	9	0	2	1	29
Evaluate results of decisions made	3	12	9	1	0	2	27
Manage Work							
Manage projects effectively	5	10	8	1	1	2	27
Pay appropriate attention to details	4	10	10	1	1	1	27
Follow through on tasks	5	10	9	1	2	0	27
Manage time effectively	3	11	10	1	1	1	27
Impact productivity positively	3	12	9	0	3	0	27
Reduce absenteeism in employee group	2	5	11	2	1	6	27
Decrease customer complaints	3	7	8	2	2	5	27
Increase customer satisfaction	3	10	7	1	2	3	26
Decrease employee turnover	2	6	9	1	1	8	27
Implement new ideas with employee group	3	13	6	1	0	4	27
Set goals and objectives	3	13	7	2	1	2	28
Increase quality of work	2	14	7	0	0	3	26
Increase safety in workplace	3	9	11	0	2	1	26
Decrease employee tardiness	3	8	8	1	1	5	26
Base appraisal on performance	3	13	5	1	2	4	28
Place emphasis on future performance	3	13	7	1	1	3	28
Prepare for meetings	2	10	14	0	2	0	28
Facilitate meetings appropriately	4	8	11	0	2	3	28
Participate in meetings more effectively	5	10	10	0	1	1	27
Core Values							
Display honesty in work and professional relationships	7	7	9	2	0	2	27
Display integrity in work and professional relationships	9	6	8	2	0	2	27
Display stewardship in work and professional relationships	8	6	9	2	0	2	27
Display respect in work and professional relationships	9	7	7	2	0	2	27

Survey by Managers
Feedback After L2S Program
(Percentages)

Circle one of the following answers for each question which describes the extent after the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	10%	42%	42%	0%	3%	3%	100%
Support and understand the needs of others	17%	38%	41%	0%	0%	3%	99%
Display patience with others in difficult situations	10%	48%	34%	0%	7%	0%	99%
Use ethical considerations to guide decisions	14%	41%	34%	0%	3%	7%	99%
Tell the truth, not just what the constituents want to hear	17%	34%	38%	0%	3%	7%	99%
Be trusted to maintain confidentiality	11%	43%	32%	0%	0%	14%	100%
Provide follow through on promises	7%	48%	31%	3%	3%	7%	99%
Increase employee job satisfaction	14%	52%	21%	3%	7%	3%	100%
Have a positive attitude toward job	14%	50%	25%	4%	4%	4%	101%
Have a positive attitude toward subordinates	17%	47%	23%	0%	7%	7%	101%
Have a positive attitude toward management	13%	37%	40%	3%	0%	7%	100%
Provide praise to employees	10%	40%	37%	0%	3%	10%	100%
Show interest in subordinates	10%	45%	31%	0%	7%	7%	100%
Communicate Effectively							
Give orders effectively	14%	41%	34%	3%	0%	7%	99%
Have an effective style of communication	7%	52%	31%	0%	7%	3%	100%
Speak with clarity	10%	34%	45%	0%	3%	7%	99%
Use active listening skills in conversations with others	10%	52%	24%	3%	0%	10%	99%
Ask good questions of others	7%	52%	24%	0%	10%	7%	100%
Ensure that nonverbal message agrees with verbal message	3%	41%	41%	3%	3%	7%	98%
Seek critical information from others	14%	45%	28%	7%	3%	3%	100%
Share critical information with others	7%	41%	34%	3%	7%	7%	99%
Communicate in ways that they can understand	10%	45%	31%	0%	10%	3%	99%
Present logical and compelling arguments	10%	43%	33%	0%	7%	7%	100%
Give appropriate feedback to others	4%	46%	32%	0%	4%	14%	100%
Give feedback to others at the appropriate moment	7%	41%	34%	0%	10%	7%	99%
Give feedback to others in the appropriate manner	11%	43%	29%	0%	11%	7%	101%
Build Effective Teams/Develop Others							
Train and coach employees	10%	55%	17%	7%	3%	7%	99%
Utilize groups in problem solving tasks	7%	50%	34%	3%	3%	3%	100%
Negotiate effectively regarding roles and/or resources	7%	34%	38%	3%	3%	14%	99%
Facilitate a climate of collaboration with team members	7%	38%	38%	7%	7%	3%	100%
Be open with others about what has been learned from	7%	54%	29%	4%	4%	4%	102%
Accomplish results through others	4%	57%	25%	0%	4%	11%	101%
Value Differences							
Build capacity to take the perspective of another person	7%	55%	24%	3%	3%	7%	99%
Leverage differences in others for the good of the organization	7%	41%	34%	0%	7%	10%	99%
Understand that people may need to be managed differently	10%	59%	24%	0%	3%	3%	99%
Incorporate others' talents and points of view	10%	55%	21%	3%	3%	7%	99%
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	7%	39%	39%	0%	7%	7%	99%
Show understanding for others' perspectives	11%	56%	22%	0%	11%	0%	100%
Manage emotion when coping with conflict	4%	43%	39%	0%	11%	4%	101%
Seek possible solutions, rather than placing fault and blame	7%	39%	43%	4%	4%	4%	101%
Diffuse the tension before addressing the conflict itself	14%	32%	36%	4%	7%	7%	100%
Participate in the resolution of conflict	14%	32%	36%	4%	4%	11%	101%
Conduct review to extract learning after conflict resolved	4%	35%	35%	4%	4%	17%	99%
Decrease number of employee grievances	4%	48%	26%	4%	7%	11%	100%
Make Effective Decisions							
Seek input of others in making important decisions	15%	44%	26%	0%	7%	7%	99%
Take calculated risks in making quick decisions	7%	43%	36%	4%	7%	4%	101%
Delegate appropriate decisions to lower levels	4%	52%	30%	0%	7%	7%	100%
Make effective decisions in difficult situations	7%	48%	30%	0%	4%	11%	100%
Focus on understanding feedback	4%	52%	30%	4%	7%	4%	101%
Make appropriate changes in behaviors based on feedback	11%	44%	30%	4%	7%	4%	100%

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Stop putting off making decisions	8%	46%	31%	0%	8%	8%	101%
Be confident in decisions made	10%	48%	31%	0%	7%	3%	99%
Evaluate results of decisions made	11%	44%	33%	4%	0%	7%	99%
Manage Work							
Manage projects effectively	19%	37%	30%	4%	4%	7%	101%
Pay appropriate attention to details	15%	37%	37%	4%	4%	7%	104%
Follow through on tasks	19%	37%	33%	4%	7%	0%	100%
Manage time effectively	11%	41%	37%	4%	4%	4%	101%
Impact productivity positively	11%	44%	33%	0%	11%	0%	99%
Reduce absenteeism in employee group	7%	19%	41%	7%	4%	22%	100%
Decrease customer complaints	11%	26%	30%	7%	7%	19%	100%
Increase customer satisfaction	12%	38%	27%	4%	8%	12%	101%
Decrease employee turnover	7%	22%	33%	4%	4%	30%	100%
Implement new ideas with employee group	11%	48%	22%	4%	0%	15%	100%
Set goals and objectives	11%	46%	25%	7%	4%	7%	100%
Increase quality of work	8%	54%	27%	0%	0%	12%	101%
Increase safety in workplace	12%	35%	42%	0%	8%	4%	101%
Decrease employee tardiness	12%	31%	31%	4%	4%	19%	101%
Base appraisal on performance	11%	46%	18%	4%	7%	14%	100%
Place emphasis on future performance	11%	46%	25%	4%	4%	11%	101%
Prepare for meetings	7%	36%	50%	0%	7%	0%	100%
Facilitate meetings appropriately	14%	29%	39%	0%	7%	11%	100%
Participate in meetings more effectively	19%	37%	37%	0%	4%	4%	101%
Core Values							
Display honesty in work and professional relationships	26%	26%	33%	7%	0%	7%	99%
Display integrity in work and professional relationships	33%	22%	30%	7%	0%	7%	99%
Display stewardship in work and professional relationships	30%	22%	33%	7%	0%	7%	99%
Display respect in work and professional relationships	33%	26%	26%	7%	0%	7%	99%

Survey by Subordinates
Feedback Before L2S Program
(Actual Numbers)

Circle one of the following answers for each question which describes the extent before the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	2	2	2	0	0	2	8
Support and understand the needs of others	1	2	3	0	0	2	8
Display patience with others in difficult situations	3	0	3	0	0	2	8
Use ethical considerations to guide decisions	1	2	1	1	1	2	8
Tell the truth, not just what constituents want to hear	1	3	1	1	1	1	8
Be trusted to maintain confidentiality	1	1	3	0	0	3	8
Provide follow through on promises	1	2	1	2	1	1	8
Increase employee job satisfaction	1	1	2	2	0	2	8
Have a positive attitude toward job	2	1	1	2	0	2	8
Have a positive attitude toward subordinates	1	2	1	2	0	2	8
Have a positive attitude toward management	1	2	1	2	0	2	8
Provide praise to employees	1	1	2	2	1	1	8
Show interest in subordinates	1	2	1	3	0	1	8
Communicate Effectively							
Give orders effectively	1	2	1	2	0	2	8
Have an effective style of communication	1	1	2	2	1	1	8
Speak with clarity	1	2	2	1	0	2	8
Use active listening skills in conversations with others	1	2	1	2	0	2	8
Ask good questions of others	1	1	3	1	0	1	7
Ensure that nonverbal message agrees with verbal message	1	1	2	1	0	3	8
Seek critical information from others	1	1	2	2	1	1	8
Share critical information with others	1	2	1	2	0	2	8
Communicate in ways that they can understand	1	2	2	1	1	1	8
Present logical and compelling arguments	1	1	3	2	0	1	8
Give appropriate feedback to others	1	1	3	1	0	2	8
Give feedback to others at the appropriate moment	1	1	3	1	0	2	8
Give feedback to others in the appropriate manner	1	1	3	1	0	2	8
Build Effective Teams/Develop Others							
Train and coach employees	1	0	4	1	1	1	8
Utilize groups in problem solving tasks	1	1	2	2	0	2	8
Negotiate effectively regarding roles and/or resources	1	1	5	0	0	1	8
Facilitate a climate of collaboration with team members	1	1	5	0	0	1	8
Be open with others about what has been learned from mistakes	1	1	3	2	0	1	8
Accomplish results through others	1	1	4	1	0	1	8
Value Differences							
Build capacity to take the perspective of another person	1	2	2	1	1	1	8
Leverage differences in others for the good of the organization	1	1	3	2	0	1	8
Understand that people may need to be managed differently	1	0	4	1	0	2	8
Incorporate others' talents and points of view	1	1	3	1	1	1	8
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	1	1	3	1	0	1	7
Show understanding for others' perspectives	1	2	0	2	0	2	7
Manage emotion when coping with conflict	1	2	3	0	0	1	7
Seek possible solutions, rather than placing fault and blame	2	0	3	1	0	1	7
Diffuse the tension before addressing the conflict itself	1	2	2	1	0	1	7
Participate in the resolution of conflict	1	1	3	1	0	1	7
Conduct review to extract learning after conflict resolved	1	1	3	1	0	1	7
Decrease number of employee grievances	2	0	3	1	0	1	7
Make Effective Decisions							
Seek input of others in making important decisions	1	1	3	1	0	1	7
Take calculated risks in making quick decisions	2	0	3	1	0	1	7
Delegate appropriate decisions to lower levels	1	1	4	0	0	1	7
Make effective decisions in difficult situations	1	1	3	1	0	1	7
Focus on understanding feedback	1	1	4	0	0	1	7
Make appropriate changes in behaviors based on feedback	1	1	4	0	0	1	7

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Stop putting off making decisions	1	1	3	1	0	1	7
Be confident in decisions made	1	2	2	1	0	1	7
Evaluate results of decisions made	1	2	2	1	0	1	7
Manage Work							
Manage projects effectively	1	1	2	2	0	1	7
Pay appropriate attention to details	1	1	3	1	0	1	7
Follow through on tasks	1	2	2	1	0	1	7
Manage time effectively	1	3	1	1	0	1	7
Impact productivity positively	1	1	3	1	0	1	7
Reduce absenteeism in employee group	1	0	4	1	0	1	7
Decrease customer complaints	1	2	1	1	0	1	6
Increase customer satisfaction	1	3	1	1	0	1	7
Decrease employee turnover	1	2	1	1	0	1	6
Implement new ideas with employee group	1	1	3	1	0	1	7
Set goals and objectives	1	1	3	1	0	1	7
Increase quality of work	1	1	3	1	0	1	7
Increase safety in workplace	2	1	1	2	0	1	7
Decrease employee tardiness	1	3	1	1	0	1	7
Base appraisal on performance	1	0	3	2	0	1	7
Place emphasis on future performance	1	1	3	1	0	1	7
Prepare for meetings	2	1	2	1	0	1	7
Facilitate meetings appropriately	2	1	2	1	0	1	7
Participate in meetings more effectively	3	0	2	1	0	1	7
Core Values							
Display honesty in work and professional relationships	1	2	2	1	0	1	7
Display integrity in work and professional relationships	1	2	2	1	0	1	7
Display stewardship in work and professional relationships	1	2	2	1	0	1	7
Display respect in work and professional relationships	1	2	2	1	0	1	7

Survey by Subordinates
Feedback Before L2S Program
(Percentages)

Circle one of the following answers for each question which describes the extent before the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	25%	25%	25%	0%	0%	25%	100%
Support and understand the needs of others	13%	25%	38%	0%	0%	25%	101%
Display patience with others in difficult situations	38%	0%	38%	0%	0%	25%	101%
Use ethical considerations to guide decisions	13%	25%	13%	13%	13%	25%	102%
Tell the truth, not just what the constituents want to hear	13%	38%	13%	13%	13%	13%	103%
Be trusted to maintain confidentiality	13%	13%	38%	0%	0%	38%	102%
Provide follow through on promises	13%	25%	13%	25%	13%	13%	102%
Increase employee job satisfaction	13%	13%	25%	25%	0%	25%	101%
Have a positive attitude toward job	25%	13%	13%	25%	0%	25%	101%
Have a positive attitude toward subordinates	13%	25%	13%	25%	0%	25%	101%
Have a positive attitude toward management	13%	25%	13%	25%	0%	25%	101%
Provide praise to employees	13%	13%	25%	25%	13%	13%	102%
Show interest in subordinates	13%	25%	13%	38%	0%	13%	102%
Communicate Effectively							
Give orders effectively	13%	25%	13%	25%	0%	25%	101%
Have an effective style of communication	13%	13%	25%	25%	13%	13%	102%
Speak with clarity	13%	25%	25%	13%	0%	25%	101%
Use active listening skills in conversation with others	13%	25%	13%	25%	0%	25%	101%
Ask good questions of others	14%	14%	43%	14%	0%	14%	99%
Ensure that nonverbal message agrees with verbal message	13%	13%	25%	13%	0%	38%	102%
Seek critical information from others	13%	13%	25%	25%	13%	13%	102%
Share critical information with others	13%	25%	13%	25%	0%	25%	101%
Communicate in ways that they can understand	13%	25%	25%	13%	13%	13%	102%
Present logical and compelling arguments	13%	13%	38%	25%	0%	13%	102%
Give appropriate feedback to others	13%	13%	38%	13%	0%	25%	102%
Give feedback to others at the appropriate moment	13%	13%	38%	13%	0%	25%	102%
Give feedback to others in the appropriate manner	13%	13%	38%	13%	0%	25%	102%
Train and coach employees	13%	0%	50%	13%	13%	13%	102%
Utilize groups in problem solving tasks	13%	13%	25%	25%	0%	25%	101%
Negotiate effectively regarding roles and/or resources	13%	13%	63%	0%	0%	13%	102%
Facilitate a climate of collaboration with team members	13%	13%	63%	0%	0%	13%	102%
Be open with others about what has been learned from mistakes	13%	13%	38%	25%	0%	13%	102%
Accomplish results through others	13%	13%	50%	13%	0%	13%	102%
Value Differences							
Build capacity to take the perspective of another person	13%	25%	25%	13%	13%	13%	102%
Leverage differences in others for the good of the organization	13%	13%	38%	25%	0%	13%	102%
Understand that people may need to be managed	13%	0%	50%	13%	0%	25%	101%
Incorporate others' talents and points of view	13%	13%	38%	13%	13%	13%	103%
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	14%	14%	43%	14%	0%	14%	99%
Show understanding for others' perspectives	14%	29%	0%	29%	0%	29%	101%
Manage emotion when coping with conflict	14%	29%	43%	0%	0%	14%	100%
Seek possible solutions, rather than placing fault and blame	29%	0%	43%	14%	0%	14%	100%
Diffuse the tension before addressing the conflict itself	14%	29%	29%	14%	0%	14%	100%
Participate in the resolution of conflict	14%	14%	43%	14%	0%	14%	99%
Conduct review to extract learning after conflict resolved	14%	14%	43%	14%	0%	14%	99%
Decrease number of employee grievances	29%	0%	43%	14%	0%	14%	100%
Make Effective Decisions							
Seek input of others in making important decisions	14%	14%	43%	14%	0%	14%	99%
Take calculated risks in making quick decisions	29%	0%	43%	14%	0%	14%	100%
Delegate appropriate decisions to lower levels	14%	14%	57%	0%	0%	14%	99%
Make effective decisions in difficult decisions	14%	14%	43%	14%	0%	14%	99%
Focus on understanding feedback	14%	14%	57%	0%	0%	14%	99%
Make appropriate changes in behaviors based on feedback	14%	14%	57%	0%	0%	14%	99%
Stop putting off making decisions	14%	14%	43%	14%	0%	14%	99%
Be confident in decisions made	14%	29%	29%	14%	0%	14%	100%

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Evaluate results of decisions made	14%	29%	29%	14%	0%	14%	100%
Manage Work							
Manage projects effectively	14%	14%	29%	29%	0%	14%	100%
Pay appropriate attention to details	14%	14%	43%	14%	0%	14%	99%
Follow through on tasks	14%	29%	29%	14%	0%	14%	100%
Manage time effectively	14%	43%	14%	14%	0%	14%	99%
Impact productivity positively	14%	14%	43%	14%	0%	14%	99%
Reduce absenteeism in employee group	14%	0%	57%	14%	0%	14%	99%
Decrease customer complaints	17%	33%	17%	17%	0%	17%	101%
Increase customer satisfaction	14%	43%	14%	14%	0%	14%	99%
Decrease employee turnover	17%	33%	17%	17%	0%	17%	101%
Implement new ideas with employee group	14%	14%	43%	14%	0%	14%	99%
Set goals and objectives	14%	14%	43%	14%	0%	14%	99%
Increase quality of work	14%	14%	43%	14%	0%	14%	99%
Increase safety in workplace	29%	14%	14%	29%	0%	14%	100%
Decrease employee tardiness	14%	43%	14%	14%	0%	14%	99%
Base appraisal on performance	14%	0%	43%	29%	0%	14%	100%
Place emphasis on future performance	14%	14%	43%	14%	0%	14%	99%
Prepare for meetings	29%	14%	29%	14%	0%	14%	100%
Facilitate meetings appropriately	29%	14%	29%	14%	0%	14%	100%
Participate in meetings more effectively	43%	0%	29%	14%	0%	14%	100%
Core Values							
Display honesty in work and professional relationships	14%	29%	29%	14%	0%	14%	100%
Display integrity in work and professional relationships	14%	29%	29%	14%	0%	14%	100%
Display stewardship in work and professional relationships	14%	29%	29%	14%	0%	14%	100%
Display respect in work and professional relationships	14%	29%	29%	14%	0%	14%	100%

Survey by Subordinates
Feedback After L2S Program
(Actual Numbers)

Circle one of the following answers for each question which describes the extent after the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	2	2	1	0	0	3	8
Support and understand the needs of others	1	2	2	0	1	2	8
Display patience with others in difficult situations	2	1	2	0	0	3	8
Use ethical considerations to guide decisions	1	2	1	0	2	2	8
Tell the truth, not just what constituents want to hear	1	2	2	1	1	1	8
Be trusted to maintain confidentiality	1	2	1	0	1	3	8
Provide follow through on promises	1	2	1	1	1	2	8
Increase employee job satisfaction	1	2	1	1	0	3	8
Have a positive attitude toward job	3	1	0	0	1	3	8
Have a positive attitude toward subordinates	1	2	1	1	0	3	8
Have a positive attitude toward management	1	3	0	1	0	3	8
Provide praise to employees	2	0	2	2	1	1	8
Show interest in subordinates	2	3	0	2	0	1	8
Communicate Effectively							
Give orders effectively	2	1	1	1	1	2	8
Have an effective style of communication	1	2	1	2	1	1	8
Speak with clarity	2	1	2	0	0	3	8
Use active listening skills in conversations with others	1	2	2	0	0	2	7
Ask good questions of others	1	1	4	1	0	1	8
Ensure that nonverbal message agrees with verbal message	1	1	2	0	0	4	8
Seek critical information from others	1	1	1	3	1	2	9
Share critical information with others	2	1	1	1	1	2	8
Communicate in ways that they can understand	1	2	2	1	1	1	8
Present logical and compelling arguments	2	0	2	1	1	2	8
Give appropriate feedback to others	2	1	2	0	0	3	8
Give feedback to others at the appropriate moment	2	1	2	0	0	3	8
Give feedback to others in the appropriate manner	1	2	2	0	0	3	8
Build Effective Teams/Develop Others							
Train and coach employees	1	0	3	2	1	1	8
Utilize groups in problem solving tasks	2	0	2	2	0	2	8
Negotiate effectively regarding roles and/or resources	1	2	4	0	0	1	8
Facilitate a climate of collaboration with team members	1	2	4	0	0	1	8
Be open with others about what has been learned from mistakes	2	1	2	2	0	1	8
Accomplish results through others	1	2	4	0	0	1	8
Value Differences							
Build capacity to take the perspective of another person	2	1	2	1	1	1	8
Leverage differences in others for the good of the organization	1	1	1	1	1	2	7
Understand that people may need to be managed differently	1	3	1	0	0	3	8
Incorporate others' talents and points of view	2	1	2	0	2	1	8
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	1	2	2	1	0	1	7
Show understanding for others' perspectives	1	2	1	0	0	2	6
Manage emotion when coping with conflict	1	3	1	0	0	1	6
Seek possible solutions, rather than placing fault and blame	2	1	2	0	0	1	6
Diffuse the tension before addressing the conflict itself	1	1	2	0	0	2	6
Participate in the resolution of conflict	1	3	1	0	0	1	6
Conduct review to extract learning after conflict resolved	1	2	2	0	0	1	6
Decrease number of employee grievances	2	0	3	0	0	1	6
Make Effective Decisions							
Seek input of others in making important decisions	1	2	2	0	0	1	6
Take calculated risks in making quick decisions	2	1	1	0	0	2	6
Delegate appropriate decisions to lower levels	1	4	0	0	0	1	6
Make effective decisions in difficult situations	2	2	1	0	0	1	6
Focus on understanding feedback	1	2	2	0	0	1	6
Make appropriate changes in behaviors based on feedback	2	1	2	0	0	1	6

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Stop putting off making decisions	2	2	1	0	0	1	6
Be confident in decisions made	3	2	0	0	0	1	6
Evaluate results of decisions made	3	1	1	0	0	1	6
Manage Work							
Manage projects effectively	1	2	2	0	0	1	6
Pay appropriate attention to details	1	2	2	0	0	1	6
Follow through on tasks	1	3	1	0	0	1	6
Manage time effectively	1	3	1	0	0	1	6
Impact productivity positively	1	3	1	0	0	1	6
Reduce absenteeism in employee group	1	1	3	0	0	1	6
Decrease customer complaints	2	1	2	0	0	1	6
Increase customer satisfaction	3	1	1	0	0	1	6
Decrease employee turnover	2	1	1	0	0	2	6
Implement new ideas with employee group	3	1	1	0	0	1	6
Set goals and objectives	2	1	2	0	0	1	6
Increase quality of work	1	2	2	0	0	1	6
Increase safety in workplace	4	1	0	0	0	1	6
Decrease employee tardiness	4	1	1	0	0	1	7
Base appraisal on performance	2	0	2	1	0	1	6
Place emphasis on future performance	2	1	2	0	0	1	6
Prepare for meetings	4	0	1	0	0	1	6
Facilitate meetings appropriately	3	1	1	0	0	1	6
Participate in meetings more effectively	4	1	0	0	0	1	6
Core Values							
Display honesty in work and professional relationships	2	1	2	0	0	1	6
Display integrity in work and professional relationships	2	1	2	0	0	1	6
Display stewardship in work and professional relationships	2	1	2	0	0	1	6
Display respect in work and professional relationships	2	1	2	0	0	1	6

Survey by Subordinates
Feedback After L2S Program
(Percentages)

Circle one of the following answers for each question which describes the extent after the L2S Program to which you were able to:

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Build and Maintain Relationships/Credibility							
Be approachable and receptive to others	6%	25%	56%	0%	13%	0%	100%
Support and understand the needs of others	0%	38%	44%	13%	6%	0%	101%
Display patience with others in difficult situations	6%	25%	50%	6%	13%	0%	100%
Use ethical considerations to guide decisions	19%	31%	38%	0%	13%	0%	101%
Tell the truth, not just what the constituents want to hear	31%	31%	25%	0%	13%	0%	100%
Be trusted to maintain confidentiality	7%	47%	40%	0%	0%	7%	101%
Provide follow through on promises	20%	20%	40%	13%	0%	7%	100%
Increase employee job satisfaction	7%	20%	40%	20%	0%	13%	100%
Have a positive attitude toward job	13%	33%	33%	0%	20%	0%	99%
Have a positive attitude toward subordinates	13%	40%	33%	0%	13%	0%	99%
Have a positive attitude toward management	7%	27%	40%	7%	20%	0%	101%
Provide praise to employees	13%	40%	33%	0%	0%	13%	99%
Show interest in subordinates	13%	47%	27%	0%	7%	7%	101%
Communicate Effectively							
Give orders effectively	7%	40%	33%	13%	7%	0%	100%
Have an effective style of communication	7%	27%	40%	13%	13%	0%	100%
Speak with clarity	7%	7%	60%	20%	7%	0%	101%
Use active listening skills in conversation with others	7%	20%	53%	7%	7%	7%	101%
Ask good questions of others	0%	13%	73%	0%	13%	0%	99%
Ensure that nonverbal message agrees with verbal message	0%	33%	47%	7%	13%	0%	100%
Seek critical information from others	7%	27%	47%	7%	13%	0%	101%
Share critical information with others	20%	7%	60%	0%	0%	13%	100%
Communicate in ways that they can understand	13%	20%	40%	20%	7%	0%	100%
Present logical and compelling arguments	0%	20%	67%	0%	13%	0%	100%
Give appropriate feedback to others	0%	13%	60%	13%	13%	0%	99%
Give feedback to others at the appropriate moment	0%	13%	60%	13%	13%	0%	99%
Give feedback to others in the appropriate manner	7%	13%	60%	0%	13%	7%	100%
Build Effective Teams/Develop Others							
Train and coach employees	7%	40%	33%	7%	0%	13%	100%
Utilize groups in problem solving tasks	7%	27%	53%	7%	7%	0%	101%
Negotiate effectively regarding roles and/or resources	0%	13%	67%	7%	13%	0%	100%
Facilitate a climate of collaboration with team members	7%	40%	33%	13%	0%	7%	100%
Be open with others about what has been learned from mistakes	0%	33%	47%	13%	7%	0%	100%
Accomplish results through others	7%	33%	40%	7%	7%	7%	101%
Value Differences							
Build capacity to take the perspective of another person	0%	20%	53%	20%	7%	0%	100%
Leverage differences in others for the good of the organization	0%	27%	47%	13%	7%	7%	101%
Understand that people may need to be managed	13%	33%	33%	7%	7%	7%	100%
Incorporate others' talents and points of view	47%	33%	0%	7%	7%	7%	101%
Handling Conflict							
Focus on the underlying problem, rather than the symptoms	0%	36%	50%	7%	7%	0%	100%
Show understanding for others' perspectives	7%	29%	50%	0%	14%	0%	100%
Manage emotion when coping with conflict	14%	14%	57%	0%	14%	0%	99%
Seek possible solutions, rather than placing fault and blame	14%	14%	50%	7%	14%	0%	99%
Diffuse the tension before addressing the conflict itself	7%	29%	43%	7%	7%	7%	100%
Participate in the resolution of conflict	7%	29%	50%	0%	14%	0%	100%
Conduct review to extract learning after conflict resolved	7%	7%	64%	14%	0%	7%	99%
Decrease number of employee grievances	0%	21%	64%	14%	0%	0%	99%
Make Effective Decisions							
Seek input of others in making important decisions	0%	36%	50%	0%	7%	7%	100%
Take calculated risks in making quick decisions	0%	21%	57%	7%	14%	0%	99%
Delegate appropriate decisions to lower levels	0%	14%	64%	14%	0%	7%	99%
Make effective decisions in difficult decisions	0%	43%	50%	0%	0%	7%	100%
Focus on understanding feedback	0%	29%	50%	14%	7%	0%	100%

Much Better = 1 Somewhat Better = 2 No Change = 3 Somewhat Worse = 4 Much Worse = 5 Don't Know = 6

	1	2	3	4	5	6	Total
Make appropriate changes in behaviors based on feedback	0%	14%	71%	7%	0%	7%	99%
Stop putting off making decisions	7%	14%	71%	0%	7%	0%	99%
Be confident in decisions made	7%	14%	57%	14%	0%	7%	99%
Evaluate results of decisions made	7%	14%	50%	14%	7%	7%	99%
Manage Work							
Manage projects effectively	7%	21%	50%	14%	7%	0%	99%
Pay appropriate attention to details	7%	28%	36%	14%	7%	7%	99%
Follow through on tasks	7%	29%	35%	14%	7%	7%	99%
Manage time effectively	14%	29%	36%	7%	7%	7%	100%
Impact productivity positively	14%	29%	43%	7%	7%	0%	100%
Reduce absenteeism in employee group	7%	14%	57%	7%	0%	14%	99%
Decrease customer complaints	7%	7%	57%	7%	7%	14%	99%
Increase customer satisfaction	7%	14%	50%	7%	7%	14%	99%
Decrease employee turnover	14%	7%	57%	7%	0%	14%	99%
Implement new ideas with employee group	0%	14%	64%	7%	7%	7%	99%
Set goals and objectives	0%	36%	43%	7%	7%	7%	100%
Increase quality of work	0%	36%	43%	7%	7%	7%	100%
Increase safety in workplace	7%	21%	50%	7%	7%	7%	99%
Decrease employee tardiness	7%	29%	50%	0%	7%	7%	100%
Base appraisal on performance	7%	29%	43%	14%	7%		100%
Place emphasis on future performance	7%	29%	50%	0%	14%	0%	100%
Prepare for meetings	7%	29%	43%	0%	21%	0%	100%
Facilitate meetings appropriately	14%	14%	50%	0%	21%	0%	99%
Participate in meetings more effectively	0%	21%	57%	0%	14%	7%	99%
Core Values							
Display honesty in work and professional relationships	31%	23%	31%	0%	8%	8%	101%
Display integrity in work and professional relationships	31%	15%	38%		8%	8%	100%
Display stewardship in work and professional relationships	15%	31%	38%	0%	8%	8%	100%
Display respect in work and professional relationships	23%	23%	38%	0%	8%	8%	100%